

**BIENNIAL SURVEY for Year \_\_\_\_\_**

**EMPLOYERS**    
  **GRADUATES**    
  **Post-ABD Students**

**STANDARD I**

<p align="center"><b>ISLLC</b></p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the organization.</i></p>	<p align="center"><b>ELCC (District Level)</b></p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by facilitating the development, articulation, implementation, and stewardship of a school-wide (organization-wide) embraced vision.</i></p>
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**Course Matrix**

Ph. D. Program			Ed. S. Program		M.S. Program	
EDF 730	Multi Cultural Foundations		Previous Master's Degree in Education	EDF 730	Multi-Cultural Foundations	
EDF 801+	Statistics/Research (EDF 802, 810, 811, 812)			EDF 720	Intro. To Research	
ADM 796	Executive Communication Skills			ADM 796	Executive Communication Skills	
ADM 809	Theories of Management/Leadership			ADM 711	Basics of Management	
ADM 822	Executive Management Skills	ADM 858	Supervising and Evaluating Teaching			
ADM 837	Interpersonal & Group Behavior in Orgs.	ADM 837	Interpersonal & Group Behavior in Orgs.	ADM 837	Interpersonal & Group Behavior in Orgs.	
ADM 838	OD and Management of Change	ADM 838	OD and Management of Change			
ADM 860	Ethics in Management			ADM 860	Ethics in Management	
ADM 865	School & Community Relations	ADM 839+	Organizations...Redesign (ADM 840, 841)			
ADM 890	Internship	ADM 890	Internship	ADM 890	Internship	
ADM 855	Field Experience/Supplemental Internship					

**NCATE Conceptual Framework Matrix**

① DEAF AND HEARING COMMUNITIES	EDF 730	ADM 865	ADM 796				
② LOCAL AND GLOBAL PERSPECTIVES	EDF 730	ADM 796	ADM 809	ADM 822	ADM 838		
③ TRADITION AND INNOVATION	—Entirety of Administration Curriculum—						
④ THEORY AND PRACTICE	ADM 809	ADM 837	ADM 838	ADM 839	ADM 840	ADM 822	ADM 858
⑤ REFLECTION AND ENQUIRY	ADM 809	ADM 860	ADM 822	ADM 890			

**Standard I-A: Knowledge**

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has provided me with a firm foundation in the following STD I Knowledge areas:

**Standard I-A: Knowledge**

Minimally Adequately Substantially DNA

<b>I-A.01</b> Pluralism	Teaching and demonstrating the basic skills necessary for promoting the acceptance of the magnificent multi-cultural diversity characterizing our schools, organizations, and society.				
<b>I-A.01 (a)</b>	Creating an inclusive environment that addresses diversity issues and promotes the democratic ideals of America.				
<b>I-A.01 (b)</b>	Promoting the acquisition of knowledge that is needed to construct civic, moral, and just schools, organizations, and communities that promote the common good.				
<b>I-A.01 (c)</b>	Emphasizing the need to teach and to practice the principles of procedural justice (due process and fair procedures) and distributive justice (equity and fair outcomes).				
<b>I-A.01 (d)</b>	Creating learning environments wherein faculty, staff, and administration examine ways to meet the needs of all children (staff), irrespective of race, creed, or disability.				

Minimally Adequately Substantially DNA

<b>I-A.02</b> Strategic Thinking	Recognizing that <i>strategic directions</i> have no intrinsic value, in and of themselves, leaders realize that such <i>strategic directions</i> acquire value in direct proportion to everyone's willingness to infuse them with energy and to embrace them with passion.				
<b>I-A.02 (a)</b>	Recognizing that the <i>strategic planning process</i> does not presume <i>strategic thinking</i> , or even <i>strategic management</i> .				
<b>I-A.02 (b)</b>	Recognizing that while the <i>strategic planning process</i> certainly involves <i>planning</i> —in the sense that it sets <i>goals</i> for a desired future, including an identification of the means to achieve them—the process does not become <i>strategic</i> until the very premise on which all <i>strategic planning</i> is predicated— <i>viz.</i> , “ <b>Are we doing what our internal and external constituencies expect us to be doing?</b> ”—is achieved.				
<b>I-A.02 (c)</b>	Understanding that the components of <i>strategic thinking</i> embrace vision development, strategic goals, budgets, and evaluative processes				

Minimally Adequately Substantially DNA

<b>I-A.03</b> Systems Theory	Understanding that organizations are composed of interactive components wherein an alteration in one component produces a positive or negative reaction in another component.				
<b>I-A.03 (a)</b>	Understanding that the introduction of change must take into effect the high degree of inter-relatedness among the six managerial resources—time, material, equipment, buildings, budgets, and staffing; including morale and human motivation.				

**Standard I-A: Knowledge** (Continued)

		Minimally	Adequately	Substantially	DNA
<b>I-A.04 Data Aggregates &amp; Analysis Strategies</b>	Understanding that the value and effectiveness of all strategic goal activities, as well as the on-going evaluation of all programs must be justified by evidence-based data, to satisfy compliance with standards of accreditation, and Federal laws—including <i>NCLB Act of 2001</i> (P. L. 107–110); <i>Affirmative Action/EEO</i> Court Case-Law rulings; and, <i>ADA</i> of 1990 (P. L. 101–336)				
<b>I-A.04 (a)</b>	Understanding the importance of designing coherent data-gathering processes, including archival retrieval mechanisms to support <i>strategic management processes</i> .				
<b>I-A.04 (b)</b>	Applying the analyses of data aggregates to guide <i>strategic directions</i> and change initiatives—making such analyses fuel the engine of all <i>continuous improvement processes</i> .				
<b>I-A.04 (c)</b>	Realizing that the quality and quantity of operationally defined indices of measurement are now at the heart of the accountability mandates of 21 <sup>st</sup> century schools and organizations.				

		Minimally	Adequately	Substantially	DNA
<b>I-A.05 Communication: Effective Listening, Speaking, and Writing</b>	Realizing that leadership involves persuasion, which in turn requires transparency, and that transparency involves not only the frequency of timely communications, but also the clarity and conceptual integrity of those communications.				
<b>I-A.05 (a)</b>	Understanding that context, clarity, and conciseness contribute to message effectiveness, as does the decision to present it, as a public speech, or as a written document.				
<b>I-A.05 (b)</b>	Understanding how to deal with the press, including use of sound bites and use of colorful, quotable statements to best represent your organization’s platform of values, vision, goals, and mission.				

		Minimally	Adequately	Substantially	DNA
<b>I-A.06 Consensus-building Skills</b>	Facilitating consensus building is predicated on effective communication skills—especially <i>active listening</i> , superior command of the language, and proficient management of meetings.				
<b>I-A.06 (a)</b>	Understanding the importance of the leadership characteristics of authenticity, fiduciary trust, and ethical deportment.				
<b>I-A.06 (b)</b>	Applying the rules of parliamentary procedure, voting on motions, and the development of a consensus agenda to achieve group harmony.				

		Minimally	Adequately	Substantially	DNA
<b>I-A.07 Negotiation Skills</b>	Understanding that the ability to negotiate not only follows from the ability to communicate and to achieve consensus, but also suggests a willingness to share power, and to avoid playing a <i>zero sums</i> game when forging conflict resolution strategies.				
<b>I-A.07 (a)</b>	Understanding that the most crucial aspects of negotiations include <i>active listening</i> , humility, and thinking outside of the box when seeking equitable resolutions.				

**Standard I-B: Disposition**

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has committed me to embracing such beliefs and values as the following STD I Disposition areas::

**Standard I-B: Disposition**

Minimally Adequately Substantially DNA

<b>I-B.01</b> High Standards of Learning	The value of espousing an education for all students				
<b>I-B.01 (a)</b>	The value of helping to design and promote a school vision that encourages higher levels of learning, including increased emphases on effective instructional techniques, and increased responsiveness to students' varied learning styles.				
<b>I-B.01 (b)</b>	The value of apprising learners of their progress outcomes, including differential diagnoses that may result in the redesign of school practices and the provision of special learning needs				

Minimally Adequately Substantially DNA

<b>I-B.02</b> Continuous Improvement	The value of involving all relevant internal and external constituencies in the development of visions, missions, an goals, as well as in the decision-making processes those activities entail				
<b>I-B.02 (a)</b>	The value of stabilizing the change process through the timely and systematic identification and resolution of problems, including the monitoring the quality of those processes.				
<b>I-B.02 (b)</b>	The value of establishing an organizational climate that asks: " <i>What can we do better?</i> "				

Minimally Adequately Substantially DNA

<b>I-B.03</b> Organizational Accountability	The willingness to adopt a proactive disposition toward the accountability mandates issuing forth from high-stakes testing initiatives, accreditation initiatives, and the <i>NCLB Act of 2001</i>				
<b>I-B.03 (a)</b>	The willingness to create an organizational and school climate emphasizing: (*) high time-on-task learning initiatives, (*) an environment conducive to learning and personal safety, (*) a set of vision and mission statements that have meaning and relevance for all stakeholders, and, (*) an executive action plan that builds positive relationships between home and school, and/or between the organization and its external constituencies.				

Minimally Adequately Substantially DNA

<b>I-B.04</b> Self-Reflection	The willingness to become a <i>reflective practitioner</i> , setting aside a segment of your professional or personal time schedule to ponder the meaning of your actions, to refine your leadership skills, and to examine whether you are fulfilling the fiduciary responsibilities expected of a person in your position.				
<b>I-B.04 (a)</b>	The willingness to provide your teachers or professional staff members with an opportunity to reflect upon the culture, operations, and directions of your school organization.				

**Standard I-C: Performance**

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has prepared me to perform effectively as a leader in such areas as the following STD I Performance areas:

**Standard I-C: Performance**

Minimally Adequately Substantially DNA

<p><b>I-C.01</b> Developing the Vision [Combines ELCC District Standards #1.1 &amp; # 1.5]</p>	<p>Providing the leadership necessary to convince the Board of a School for the Deaf, or the administration of a school district within which a program for special education students resides, to facilitate the development of a <i>living vision</i>—capable of promoting the success of all students, and capable of energizing the motivation of all staff by demonstrating its relevance to the daily operations of the school or program—using state-of-the-art thinking on the development of vision and mission statements, including : (*) designing the involvement of all internal and all relevant external constituencies; (*) designing the negotiation strategies for the “buy-in” of hold-outs among the various constituencies; (*) designing the linguistic strategies that lend crispness of expression, coherence of purpose, and “sound-bite” quality features to the packaging of the <i>living vision</i>; and, (*) designing the alignment of missions and strategic goals to implement the <i>living vision</i> statements.</p>				
<p><b>I-C.01 (a)</b></p>	<p>Providing the conditions wherein a committed cadre of individuals produce a realistic, credible, and desirable future for the school or organization, thereby focusing all energies and resources onto the pressing question: “<i>What would this school or organization look like if it would be doing its very best to meet the expectations of our internal and external constituencies?</i>”</p>				
<p><b>I-C.01 (b)</b></p>	<p>Designing a set of management strategies wherein the leader determines: (*) the integral features the <i>living vision</i> must possess if the school or organization is to succeed or survive; the managerial processes that must be developed to encourage the support and involvement of all relevant internal and external stakeholders; (*) the shared governance principles and practices that must be put into place that will guarantee equity and the negotiation of differences in producing a commonly embraced and comprehensive statement of ownership by all.</p>				
<p><b>I-C.01 (c)</b></p>	<p>Demonstrating that the ingredients of the <i>living vision</i> must be predicated on a variety of principles, including: (*) an understanding of learner needs and differentiated learning styles in a pluralistic society; and, (*) an understanding that schools and organizations are interactive systems composed of inter-dependent parts that require the careful introduction of change elements and the monitoring of the resultant effects of such planned change.</p>				
<p><b>I-C.01 (d)</b></p>	<p>Developing a set of <i>mission statements</i> and <i>strategic goals</i> that align the members of the organization to their commonly supported and daily embraced <i>living vision</i>.</p>				

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has prepared me to perform effectively as a leader in such areas as the following STD I Performance areas :

**Standard I–C: Performance** (Continued)

Minimally Adequately Substantially DNA

<p><b>I–C.02</b> Articulating the Vision [ELCC Std. # 1.2]</p>	<p>Demonstrating the verbal and non-verbal behaviors requisite for communicating to district level administrators and special program administrators both the intention and the practice of the <i>living vision</i>, as it is to be embraced on a daily basis to both internal constituencies and external stakeholders.</p>				
<p><b>I–C.02 (a)</b></p>	<p>Knowing how to employ an <i>operations audit</i> to make sure that all aspects of the school district’s or the organization’s decision-making processes—including (*) fiscal, programmatic, procedural, and personnel allocations, and (*) analyses of constituent needs, analyses of student outcomes, and results of NCLB annual ratings—are being governed by the guiding principle: “<i>Is this ‘issue-at-hand’ in alignment with the intent of the living vision?</i>”</p>				
<p><b>I–C.02 (b)</b></p>	<p>Demonstrating in a convincing manner to all stakeholders, why a decision of non-alignment— <i>i.e.</i>, a decision to deny support for a suggested strategy— is in the best interests of the school district or special program and, therefore, deserving of everyone’s support to move on to more <i>vision-appropriate</i> strategies.</p>				
<p><b>I–C.02 (c)</b></p>	<p>Demonstrating the ability to use data-driven strategies to enhance the development of the <i>living vision</i>—including: (*) the use of assessment results of student learning outcomes, (*) the periodic evaluation results of all strategic goals; (*) the results of the annual NCLB ratings; and, (*) the feedback provided from external constituencies and accrediting bodies.</p>				

Minimally Adequately Substantially DNA

<p><b>I–C.03</b> Implementing the Vision [ELCC Std. # 1.3]</p>	<p>Demonstrating that the leaders of <i>living visions</i>—including the aligned <i>missions</i> and <i>strategic goals</i> subsumed under them—attract, commit, and energize the people at the school district level and special program level (*) to bridge the present to the future by transcending the status quo that is currently hobbling the district and program from attaining its <i>missions</i> and <i>vision</i>, (*) to create the motivational rewards necessary for increasing the levels of value-added meaning and satisfaction to the lives of the faculty, staff, students, and administrators that are stewards of the district’s or special program’s <i>living vision</i> and missions, and (*) to raise the aspirations and standards of excellence throughout the district’s programs.</p>				
<p><b>I–C.03 (a)</b></p>	<p>Demonstrating that the stewards of <i>living visions</i> at both the district level and special program level get the people in their organizations to question the status quo by asking: “<i>What if?</i>” and “<i>What might be?</i>”</p>				
<p><b>I–C.03 (b)</b></p>	<p>Demonstrating that the stewards of <i>living visions</i> at both the district level and special program level translate the verbal statements into action, so that for all internal and external constituencies “words” become part of the district’s and special program’s dynamic culture, thereby elevating the entire vision implementation process to a level beyond the traditional “continuous improvement program” model.</p>				

**Standard I-C: Performance** (Continued)

		Minimally	Adequately	Substantially	DNA
<b>I-C.04</b> Stewardship of the Vision [ELCC Std. # 1.4]	Encouraging the periodic review of the <i>living vision</i> by internal and external constituencies (*) to keep it abreast of the changing values and circumstances of a <i>post 9-11 society</i> , and (*) to keep it adjusted to the monitoring processes of <i>strategic goal</i> accomplishments and non-accomplishments.				
<b>I-C.04 (a)</b>	Designing the feedback loop processes for evaluating the <i>vision, mission, and strategic</i> goals of the school district and special program level in order to permit an operationally defined evidentiary basis for adjusting those statements—including their alignment and attainment.				
<b>I-C.04 (b)</b>	Becoming exemplary stewards of the entire <i>living vision</i> process by walking-the-talk, and by demonstrating that the vision and mission statements actually drive the decision-making processes in the district and special program, including the allocation/re-allocation of resources.				

**STANDARD I: Summative Narrative**

The Gallaudet University post-graduate training programs—Education Specialist degree in *Change Leadership in Education*, and Doctor of Philosophy degree in *Special Education Administration*—have adopted an intensive sequence of instructional experiences that have exposed the candidates for these degrees to the most current state-of-the-art practices in management, change-leadership, and special education policy. Extensive readings from both current and classical issues of HARVARD BUSINESS REVIEW on vision/mission/strategic goal development, including case study analyses of management and leadership issues. Extensive out-of-class assignments that have demanded the candidates to function within team environments to apply the principles that they are learning in the classroom; and, furthermore, to demonstrate that application through assigned panel presentations, assigned papers, and carefully designed internships.

More importantly, however, this training program goes beyond the standards of the accrediting bodies, especially in the area of Ethics, including the principles of distributive justice and procedural justice—as they apply to the plurality of American values in our multi-cultural 21<sup>st</sup> century America. Ethical probity is seriously lacking within the administrative ranks of today’s organizations, and our students are given both the theoretical principles and real-world examples of ethical behavior—including: (\*) the differentiation of *objective responsibility* required of all Line Officers; and, (\*) the *subjective responsibility* that comes from the Line Officer’s system of values and enlightenment of conscience. The candidates’ ethical training concludes with the most searing of all ethical dilemmas; *viz.*, the issue of forgiveness. This matter is driven home with real life case materials, including *The Sunflower* classic by Simon Wiesenthal and the horrors of the holocaust. Additional exposure to managerial case studies taken from the cultures of America’s schools and corporations rounds out the candidates’ realization that Ethics is a life-long learning event and does not end with the conclusion of the course or the graduate program.

Another area that goes beyond the standards is the inclusion of the *No Child Left Behind Act of 2001*, (P. L. 107–110), and how the schools must be dealing with the annual evaluations required by that national legislation. And finally, substantial exposure to invited policy makers from the Federal Government, and to invited Line Officers of schools and programs in Deaf Education have provided the candidates with a real-world opportunity to link classroom events with what is actually happening to practitioners on the front lines.

## STANDARD II

<p style="text-align: center;"><b>ISLLC</b></p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by <b>advocating, nurturing, and sustaining a school (organizational) culture and instructional program (Continuous Improvement Program) conducive to student learning and staff professional growth.</b></i></p>	<p style="text-align: center;"><b>ELCC (District Level)</b></p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by <b>promoting a positive school culture, by providing an effective instructional program, by applying best practices to student learning (management and leadership), and by designing comprehensive professional growth plans for staff.</b></i></p>
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## Course Matrix

Ph. D. Program		Ed. S. Program		M S. Program	
ADM 834	Program Development & Evaluation...		(Previous M. S. in Education)		(Electives)
ADM 838	OD and Management of Change	ADM 838	OD and Management of Change	ADM 711	Basics of Management
ADM 837	Interpersonal & Group Behavior in Orgs.	ADM 837	Interpersonal & Group Behavior in Orgs.	ADM 837	Interpersonal & Group Behavior in Orgs.
ADM 821	Issues in Administration...Special Pops.	ADM 821	Issues in Administration...Special Pops.	ADM 821	Issues in Administration...Special Pops.
ADM 858	Supervising and Evaluating Teaching	ADM 858	Supervising and Evaluating Teaching		(Electives)
ADM 865	School and Community Relations	ADM 839	Organizational Theory and Design		(Electives)
ADM 860	Ethics in Management	ADM 840	Organizational Diagnosis	ADM 860	Ethics in Management
ADM 880	Human Resources Management	ADM 841	Redesigning Organizations		(Electives)
ADM 855	Field Experience	ADM 845	Curriculum Design	ADM 855	Field Experience
ADM 890	Internship	ADM 890	Internship	ADM 890	Internship

## NCATE Conceptual Framework Matrix

① DEAF AND HEARING COMMUNITIES	ADM 890	ADM 821					
② Local and Global Perspectives	ADM 860	ADM 821	ADM 880				
③ TRADITION AND INNOVATION	—Entirety of Administration Curriculum—						
④ Theory and Practice	ADM 837	ADM 838	ADM 839	ADM 840	ADM 841	ADM 858	ADM 865
⑤ REFLECTION AND ENQUIRY	ADM 821	ADM 860	ADM 890				

**Standard II–A: Knowledge**

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has provided me with a firm foundation in the following STD II Knowledge areas:

**Standard II–A: Knowledge**

Minimally Adequately Substantially DNA

<b>II–A.01 Student Growth &amp; Development</b>	Realizing that the <i>process</i> of student growth/development must precede in importance the product of student achievement test results.				
<b>II–A.01 (a)</b>	Realizing, also, that the <i>process</i> of student growth/development is the product of measurable outcomes—without, at the same time, sacrificing those outcomes.				
<b>II–A.01 (b)</b>	Promoting instructional strategies that encourage interactive teacher-to-student, and student-to-student exchanges greatly supports such processes of growth and development—including opportunities for classroom debating panels, game theory simulations, and other individual/group-type presentations.				
<b>II–A.01 (c)</b>	Knowing that the process of intellectual growth must be matched by a comparable development of socio-emotional intelligence—demanding that teachers and learners, alike, must engage their emotions and invest their passions to supplement the higher cognitive functions..				
<b>II–A.01 (d)</b>	Creating a safe, engaging, and caring school environment to contribute to the processes and products of teaching and learning development.				

Minimally Adequately Substantially DNA

<b>II–A.02 Learning Theories</b>	Comprehending the role that learning theories play in the processes of teaching, learning, and individual growth development.				
<b>II–A.02 (a)</b>	Knowing the theoretical emphases of the behavioral school—stressing the value of providing immediate feedback on observable behaviors.				
<b>II–A.02 (b)</b>	Knowing the theoretical emphases of the cognitive school—stressing the value of focusing on how students <i>deductively</i> formulate the conversion of symbols, metaphors, and analogies into factual knowledge, appreciation, and conceptual understanding.				
<b>II–A.02 (c)</b>	Knowing the theoretical emphases of the constructivism school—stressing the value of focusing on how students <i>inductively</i> process stimuli from the environment, resulting in the formulation of cognitive models that allow them to produce adaptive behaviors.				

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has provided me with a firm foundation in the following STD II Knowledge areas:

**Standard II–A: Knowledge** (Continued)

		Minimally	Adequately	Substantially	DNA
<b>II–A.03</b> Motivation Theories	Realizing the multi-dimensional nature of motivation as a function of Maslovian Need States—operating, singly, at the individual level, as well as collectively at the group level—including: Task Orientation; Person Orientation; Recognition; Esteem; Self-Actualization.				
<b>II–A.03 (a)</b>	Recognizing that motivators stemming from an internal locus of control are more powerful and permanent, than motivators stemming from an external locus of control—including: <i>Need for Power</i> ; <i>Need for Affiliation</i> ; and, <i>Need for Achievement</i> .				

		Minimally	Adequately	Substantially	DNA
<b>II–A.04</b> Curriculum	Recognizing that <i>curriculum</i> involves the mapping of a systematic pathway of discovery and exposure to a continuum of knowledge, factual information, aesthetic appreciation, and social usefulness skills—as determined by today’s societal values.				
<b>II–A.04 (a)</b>	Recognizing that <i>instruction</i> involves the gathering of resources that support the curricular pathway into a set of specifically targeted learning outcomes—as measured by operationally defined instruments of cognitive achievement.				

		Minimally	Adequately	Substantially	DNA
<b>II–A.05</b> Principles of Effective Instruction	Realizing that the effectiveness of the instructional experience can only be determined through the design of a multi-tiered <i>summative</i> evaluation system that examines all aspects the school’s environment—including: (*) formal tests; and, (*) surveys of teacher morale, shared governance, professional development opportunities, and parental involvement.				
<b>I–A.05 (a)</b>	Realizing that the effectiveness of the instructional experience can only be determined through the design of a multi-tiered <i>formative</i> evaluation system that examines all aspects the school’s environment—including: (*) <i>operations audits</i> of all administrative decisions affecting the school’s teaching and learning environments; and, (*) diagnostic tests of students’ learning style preferences.				

		Minimally	Adequately	Substantially	DNA
<b>II–A.06</b> Evaluation Strategies	Insisting that school-wide (organization-wide) decision-making practices not only must be vision-mission-strategic goals aligned, but also must be data-driven to ensure an evidentiary basis for all system changes.				
<b>II–A.06 (a)</b>	Designing the data accumulation process so that it connects to the reality of what administrators, teachers, and staff are doing on a daily basis, because all informed decisions affect the teaching and learning environment of the school, in one way or another.				

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**Standard II–A: Knowledge** (Continued)

		Minimally	Adequately	Substantially	DNA
<b>II–A.07</b> Diversity	Addressing the ethnicity, race, language, culture, and special needs of all students and staff remains as both an opportunity and challenge to allow cultural differences to enhance, instead of interfering with teaching and learning.				
<b>II–A.07 (a)</b>	Making the engagement and the support of the community as part of every school’s and human services organization’s mission statement requires the proactive and authentic embracing of society’s multi-cultural diversity.				
<b>II–A.07 (b)</b>	Developing a safe and supportive environment wherein teachers, staff, and administrators learn to work together, and learn to resolve conflicts together, so that today’s society approaches the ideals of our Founding Fathers—the <i>Declaration of Independence</i> and the <i>Bill of Rights</i> —as well as the <i>Universal Declaration of Human Rights</i> supported by the General Assembly of the United Nations.				

		Minimally	Adequately	Substantially	DNA
<b>II–A.08</b> Professional Development	Translating the commonly-cited mission statement of continuous life-long learning for students into a parallel set of coherently designed series of opportunities for professional growth that are learner-centered and meaningful for adults.				
<b>II–A.08 (a)</b>	Focusing on improving the teaching and learning capacity of the school by making professional development a <i>corner-stone</i> strategy—including: (*) tying the goals of professional development into measurable standards of learning performance; (*) practicing shared governance by involving the staff in the identification of what needs to be learned, and the manner in which it will be learned; (*) organizing professional development themes around the day-to-day work needs of the staff, especially by promoting collaborative activities in problem solving, school climate, and mission attainment.				
<b>II–A.08 (b)</b>	Designing the instructional paradigm along the principles of adult learning—including (*) sharing the theories underlying the knowledge and skills being learned, (*) creating opportunities for modeling, practice, observation, and coaching, and (*) ensuring the full participation of all staff, teachers, and administrators in the professional development event.				

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has provided me with a firm foundation in the following STD II Knowledge areas:

**Standard II–A: Knowledge** (Continued)

		Minimally	Adequately	Substantially	DNA
<b>II–A.09</b> Managing Change	Realizing that change is not about making plans but about changing minds—convincing people of both the pros and cons of maintaining the status quo; impressing upon people a sense of urgency to move forward; and, learning to lead from “a different place” so that the suggested solutions come from within the ranks of the very people who will be carrying out the changes being desired.				
<b>II–A.09 (a)</b>	Realizing that the par-for-the-course behavior of administrators to discredit prevailing practices, simply because they belonged to previous administrations, exerts a de-motivational influence on people—giving them reasons to resist the change initiatives, irrespective of how attractive or beneficial those initiatives may be.				
<b>II–A.09 (b)</b>	Understanding that Line Officers must employ motivational principles to drive people out of their accustomed comfort zones by convincing them with a sense of urgency to move beyond the status quo.				
<b>II–A.09 (c)</b>	Knowing how to develop a guiding coalition of change agents to influence others who have yet to be convinced of the relevance of the suggested changes, especially as they relate to the vision implementation process.				
<b>II–A.09 (d)</b>	Understanding that Line Officers must design a series of visible performance victories (*) by creating and celebrating short-term successes, and (*) by recognizing and rewarding those activities that implement the vision through the proposed change structures.				
<b>II–A.09 (e)</b>	Understanding the role that frequent feedback loops play on establishing the credibility of continuous two-way communication to the organization (*) to capture motivational instincts, to combat cynicism and resistance, and, (*) to adjust plans and strategies, accordingly.				

		Minimally	Adequately	Substantially	DNA
<b>II–A.10</b> Technology	Recognizing the crucial role that technology plays in the teaching/learning process (*) by ensuring on-going in-service training for teachers and students, alike, and, (*) by creating an on-going technical support infrastructure that serves the needs of the end-users—as soon as such help is requested.				
<b>II–A.10 (a)</b>	Incorporating within the vision, missions, and strategic goals statements the imperative for ensuring that technology is made an integral component of the curriculum—thereby justifying a significant budget-line item to support it.				

**Standard II–A: Knowledge** (Continued)

		Minimally	Adequately	Substantially	DNA
<b>II–A.11</b> Managerial Responsibility	Recognizing that Line Officers cannot demonstrate leadership functions until they have first established an efficient and effective set of managerial practices within the school or organization—including: (*) practices that incorporate shared governance, collaboration, and transparency; (*) practices that eschew the Classical Management School Model of top-down directives; and, (*) practices that embrace the equivalent of the Japanese Management School Model wherein leaders report to followers, listen to followers, and support followers.				
<b>II–A.11 (a)</b>	Realizing that the empowerment ethos of today’s organizations—(wherein followers are not blindly obedient to line authority)—and the constructivist learning environment of today’s schools—(wherein teachers and learners are not passive transmitters and receivers of information)—demands that people be actively involved in the co-creation of their own learning, and in the co-creation of the design and function of their own professional lives.				

		Minimally	Adequately	Substantially	DNA
<b>II–A.12</b> Organization (School) Culture	Understanding that while “culture” may be an abstraction, its behavioral and attitudinal consequences are anything but “abstract.”				
<b>II–A.12 (a)</b>	Understanding that fostering a climate of trust, respect, and authenticity must begin with the Line Officer—(and his/her attendant chain-of-command)—modeling those behaviors, before people will feel safe in speaking out and discussing the un-discussable issues—(e.g., issues of alienation, disenfranchisement, and morale)—openly in meetings where they count, and not covertly outside of meetings where they increase the organization’s toxicity.				
<b>II–A.12 (b)</b>	Understanding that a respect for the powerful forces emanating from within the organizational culture’s deep infrastructures greatly influence the shaping of individual and group behavior must precede any attempts to adopt a leadership initiative to alter those forces by bringing them into line with the vision implementation and mission accomplishment processes.				
<b>II–A.12 (c)</b>	Understanding that culture embraces: (*) the observed behavioral regularities and irregularities of interpersonal interactions; (*) the implicit norms and the espoused values that are articulated not only in the vision/mission/credo statements, but also in the decisions of the governing board and the Line Officer’s Management team; (*) the “rules of the game” that spells out “how we do things around here,” and, the “ropes that newcomers must learn” to be accepted by the groups(s) in the organization; and, (*) the stories, legends, shared meanings, and root metaphors wherein individual and group identities are characterized and rituals celebrated.				
<b>II–A.12 (d)</b>	Realizing that robust organizations have characteristics that allow them to shape their cultures and adapt them to fit the future image embodied in their vision and missions—including : (*) an awareness of external environments that warn them of the need to drop some practices and to adopt other practices; (*) an ability to quickly adapt by re-aligning resources; and, (*) innovative out-of-the-box approaches to problem solving.				

**Standard II-B: Disposition**

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has committed me to embracing such beliefs and values as the following STD II Disposition areas:

**Standard II-B: Disposition**

		Minimally	Adequately	Substantially	DNA
<b>II-B.01</b> Positive Learning Environment	The value that the Line Officer must promote the development of a safe and supportive learning environment —(*) one that motivates the students to take charge of their own learning; (*) one that motivates the teachers to take charge of their own professional development needs; and (*) one that motivates Line Officers, teachers and students, alike, to seek improvement of both self and others through life-long learning				
<b>II-B.01 (a)</b>	The proposition that all students can learn, thereby underscoring the necessity of assessing student learning styles and adapting teaching methods and experiences, accordingly.				

		Minimally	Adequately	Substantially	DNA
<b>II-B.02</b> Diversity	The value of celebrating the benefits of diversity—including racial, ethnic, disability, and especially differences of opinion—for group processes occurring in the classroom, in the school community, in the civic community, and in society at-large.				

**Standard II-C: Performance**

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has prepared me to perform effectively as a leader in such areas as the following STD II Performance areas:

**Standard II-C: Performance**

		Minimally	Adequately	Substantially	DNA
<b>II-C.01</b> Promoting a Positive School Culture [ELCC District Std. #2.1]	Maintaining a sustained management and leadership approach to promoting the culture of the school, district, or organization along the constructivist trends of developing partnerships in shared governance, and partnerships in the teaching/learning process—including: (*) empowering instead of hierarchical directing; (*) teaching and learning instead of passive information dissemination and memorization; and, (*) modeling ethical values and integrity of behavior, because it's the right thing to do, not because anyone is watching you do it.				
<b>II-C.01 (a)</b>	Realizing that sustainable improvements in social systems is entirely dependent on the acceptance of the letter and intent of that change by the very people who will be carrying it out—an acceptance that equates to commitment of the will, not a compliance of fear.				

Continued—**Standard II-C: Performance**—Continued

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has prepared me to perform effectively as a leader in such areas as the following STD II Performance areas::

**Standard II-C: Performance** (Continued)

Minimally Adequately Substantially DNA

<p><b>II-C.02 Promoting Effective Learning Cultures</b> [ELCC District Std. #2.2]</p>	<p>Demonstrating that maintaining the quality and documenting the effectiveness of school-based staff development and school district-wide instructional programs must be a data-driven and evidence-based process—including: (*) qualitative and quantitative research methodologies; (*) assessing learner styles; (*) monitoring instructional practices; (*) incorporating state-of-the-art literature findings on supportive teaching and learning climates and initiatives; and, (*) providing the technical infrastructures necessary for supporting all of this.</p>				
<p><b>II-C.02 (a)</b></p>	<p>Recognizing that the <b>high expectations</b> of learners will be met, only: (*) when the learners do not feel alienated from the teaching/learning process; (*) when learners perceive a planned purpose and relevance to their experience, as it resonates with the context within which they live and function; and, (*) when teaching methods are adjusted to accommodate learning style needs, instead of teaching-to-the-test—as so often happens in this era of NCLB accountability.</p>				
<p><b>II-C.02 (b)</b></p>	<p>Recognizing that the <b>safety and order</b> of the classroom, school, and organization must precede any hopes of achieving higher order self-actualization goals of students and professionals—including: (*) according dignity and respect to teachers, staff, and students, alike, when differences of opinion, conflict, or delinquency arise; and (*) acknowledging that discipline and conflict management starts and stops with active listening, diagnostic assessment of the problem issues, and generation of alternative solutions—not the making of judgmental assumptions.</p>				
<p><b>II-C.02 (c)</b></p>	<p>Recognizing that <b>responsibility for self and empathy for others</b> is the foundation stone on which such problem solving approaches and learning culture environments are predicated—including: (*) providing teachers and students with the leeway for making responsible choices about their contributions to the learning process; (*) showing how responsible decision-making has consequences for self; and, (*) showing how displays of empathy teaches us to anticipate the consequences of our actions in others.</p>				
<p><b>II-C.02 (d)</b></p>	<p>Recognizing that <b>praise</b>—when genuinely and deservedly delivered—provides positive reinforcement and the recognition needed to maintain self-esteem, a sense of belonging, and a sense of achievement in the minds of all members of the school district, or organization.</p>				

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has prepared me to perform effectively as a leader in such areas as the following STD II Performance areas:

**Standard II-C: Performance** (Continued)

		Minimally	Adequately	Substantially	DNA
<b>II-C.03 Best Practices</b> [ELCC District Std. #2.3]	Applying to the environment of the school district or organization the best known practices for promoting a culture conducive to the teaching and learning process—including: (*) advancing the standards for group and individual performance through clear, compelling, and consistent communications that raise the expectations of everyone; (*) enforcing the consequences of behaviors and actions that are contrary to the spirit of the vision and mission, as well as to the letter of the policies and administrative operations of the school district or organization..				
<b>II-C.03 (a)</b>	Applying state-of-the-art approaches to the teaching/learning process—including: (*) statistical techniques for profiling and constructing differential diagnoses of student performance; (*) empirical advances in human resource training, motivation, and adult learning.				

		Minimally	Adequately	Substantially	DNA
<b>II-C.04 Professional Growth Plans</b> [ELCC District Std. #2.4]	Demonstrating the knowledge that recent advances in adult learning practices can reenforce the centrality of professional development as an integral component of the school district’s (organization’s) strategic pathway to improvement—including: (*) developing a personal professional growth plan that reflects commitment to life-long learning; (*) knowing the value of designing a comprehensive growth plan for others that is consistent with the vision and mission statements of the school district or organization; and , (*) knowing the value of fostering a collegial atmosphere wherein productive teamwork and shared governance encourages the sharing of observations and collaborative reflections.				
<b>II-C.04 (a)</b>	Demonstrating the knowledge that an environment that recognizes the rightful dignity and contributory worth of all professionals is conducive (*) to promoting new knowledge and skills in the workplace, and (*) to according comparable dignity and respect to students by minimizing administrative interference with the learning process.				

**STANDARD II: Summative Narrative**

The Gallaudet University Ed. S. and Ph. D. Programs prepare students to recognize the crucial importance of managing the school or organizational environment—an environment conducive to physical safety, as well as to the psychological safety necessary for allowing for the operation of shared governance in the achievement of the vision/mission statements. Such environments, in turn, contribute to the development of school or organizational cultures that are conducive (\*) to the application of best practices from the research and professional literature, (\*) to the motivation and professional growth of its staff, and (\*) to preserving the integrity of the teaching/learning processes of its students.

Additionally, the Gallaudet experience instills in its degree candidates a comprehensive philosophy that embraces the value that all children have an open access to educational opportunities that are in keeping with their respect as individuals in a democracy, irrespective of their race, ethnicity, or disability. This philosophy and value is further corroborated by the entitlement and accountability mandates of national legislation, including *The IDEA Improvement Act Amendments of 2004* (P. L. 108–446), and *The NCLB Act of 2001* (P. L. 107–110).

### STANDARD III

<p><b>ISLLC</b></p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) <b>by ensuring management of the organization, operations, and resources for a safe, efficient, effective learning environment .</b></i></p>	<p><b>ELCC (District Level)</b></p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) <b>by managing the organization, operations, and resources in a way that promotes a safe, efficient, effective learning environment.</b></i></p>
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### Course Matrix

Ph. D. Program		Ed. S. Program		M S. Program	
ADM 788	Organization of Higher Education		(Previous M. S. in Education)		(Electives)
ADM 838	OD and Management of Change	ADM 838	OD and Management of Change	ADM 711	Basics of Management
ADM 837	Interpersonal & Group Behavior in Orgs.	ADM 837	Interpersonal & Group Behavior in Orgs.	ADM 837	Interpersonal & Group Behavior in Orgs.
ADM 821	Issues in Administration...Special Pops.	ADM 821	Issues in Administration...Special Pops.	ADM 821	Issues in Administration...Special Pops.
ADM 822	Executive Management Skills				(Electives)
ADM 810	Public Policies...Disabilities	ADM 839	Organization Theory...Design		(Electives)
ADM 860	Ethics in Management	ADM 840	Organizational Diagnosis	ADM 860	Ethics in Management
ADM 880	Human Resources Management	ADM 841	Redesigning of Organizations		(Electives)
ADM 855	Field Experience			ADM 855	Field Experience
ADM 890	Internship	ADM 890	Internship	ADM 890	Internship

### NCATE Conceptual Framework Matrix

① DEAF AND HEARING COMMUNITIES	ADM 890	ADM 810	ADM 821				
② Local and Global Perspectives	ADM 860	ADM 821					
③ TRADITION AND INNOVATION	—Entirety of Administration Curriculum—						
④ Theory and Practice	ADM 837	ADM 838	ADM 839	ADM 840	ADM 841	ADM 822	ADM 860
⑤ REFLECTION AND ENQUIRY	ADM 711	ADM 860	ADM 822	ADM 809	ADM 810		

**Standard III-A: Knowledge**

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has provided me with a firm foundation in the following STD III Knowledge areas:

**Standard III-A: Knowledge**

Minimally Adequately Substantially DNA

<b>III-A.01</b> Models of Organizations	Realizing that the <i>structure</i> of the organization and the school district is composed of a complex system of parts—including: (*) the management of resources [time, people, fiscal, materials, equipment, and physical plant]; (*) the management of classical theory components [POSDCoRB]; (*) the management of behavioral theory components [Motivation; Maslovian Needs; Theory X, Theory Y, and Theory Z]; and, (*) the management of shared governance processes [Japanese Management Practices and Quality Circles (TQM); Participatory Management Practices; Site-Based Management Practices; and, the Six Sigma System of GE].				
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Minimally Adequately Substantially DNA

<b>III-A.02</b> Principles of Organization Development	Understanding the need to achieve balance between two competing sets of demands: (1) balancing the demands of limited resources against the demands of increasing accountability; and, (2) balancing the managerial need for <i>efficiency</i> —doing things right—against the leadership requirement for <i>effectiveness</i> —doing the right things.				
<b>III-A.02</b> (a)	Realizing that organizational dynamics are influenced by the implicit sets of cultural norms affecting interpersonal relations—including: (*) methods for assessing and interpreting the significance of an organization culture’s dominant characteristics, such as Power-dominant, Achievement-dominant, Task-dominant, and Person-dominant; and (*) methods for encouraging the development of “learning organizations” (Peter Senge) to complement and/or adjust the <i>Continuous Improvement Programs</i> and professional development initiatives that may already be in place.				
<b>III-A.02</b> (b)	Knowing the various models of OD necessary for bringing organization cultures into closer alignment with their vision and mission implementation efforts—including: (*) Human Process Interventions; (*) Techno-Structural Interventions [restructuring; downsizing]; (*) Human Resource Management Interventions; and (*) Strategic Change Interventions [improving internal and external environmental relationships and social infra-structures].				

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has provided me with a firm foundation in the following STD III Knowledge areas:

**Standard III–A: Knowledge** (Continued)

		Minimally	Adequately	Substantially	DNA
<b>III–A.03</b> Principles of Safety & Security	Realizing the importance of instilling in the staff and students a sense of personal responsibility for one’s actions—including: (*) enforcing consistently and equitably all policies and procedures for personnel conduct and student deportment; (*) insisting that all such enforcement occurs at the lowest possible administrative level, instead of passing the “disciplinary buck” up the chain of command; and (*) instilling both the organization’s Statement of Values as part of the on-going inservice programs for all employees, and the principles of responsible citizenship for the students in the school district.				
<b>III–A.03 (a)</b>	Knowing how to bring about the procedural protocols needed for responding to acute traumatic crises in our post 9-11 society—including: (*) practice drills for moving to designated safe areas within the buildings, and for evacuation to safe area beyond the buildings; (*) creation of instant communication alert systems within the buildings, as well as with local or national emergency services that are managing the crisis; and, (*) methods for assembling grief counseling services, at short notice.				

		Minimally	Adequately	Substantially	DNA
<b>III–A.04</b> Human Resource Management	Understanding that high performance organizations require the application of both managerial tasks, as well as leadership initiatives—including: (*) designing and maintaining effective working groups, and teams; (*) establishing a climate of trust and administrative transparency; (*) ensuring opportunities for professional growth during the pursuit of vision/mission/strategic goal accomplishment; and, (*) providing lateral job rotation assignments before encouraging vertical promotions, in order to bring about a greater sense of task maturity and grasp of organization issues.				
<b>III–A.04 (a)</b>	Realizing that the budgeting and allocation of human resources requires adherence to the operative principles of Classical Management Theory—including: (*) analysis of task functions, and the need to place a premium on the value of <i>goodwill</i> , as a means of bringing about interpersonal cooperation; and, (*) due diligence in following evolving developments in personnel actions case law, as well as EEO case law, and the on-going confusion of keeping abreast of Affirmative Action case law at both the Supreme Court level, and the Federal District Court levels of the Nation.				

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has provided me with a firm foundation in the following STD III Knowledge areas:

**Standard III–A: Knowledge** (Continued)

Minimally Adequately Substantially DNA

		Minimally	Adequately	Substantially	DNA
<b>III–A.05</b> Fiscal Operations	Knowing that the conundrum of perceived <i>fairness</i> — <i>viz.</i> , “Do <i>fair procedures</i> always produce <i>fair outcomes</i> ?”—greatly influences the perceptions of fiduciary trust that people place in their administrators, irrespective of the actual ethical probity of those administrators; especially in the case of distributing budgetary resources.				
<b>III–A.05 (a)</b>	Understanding that the perception of <i>fairness</i> in the distribution of limited budgetary resources flows from the principles of <i>distributive justice</i> —including: (*) identifying the total number of resources available for distribution; (*) identifying the appropriate mechanism for distributing them; and, (*) making sure that the end-results pattern are in keeping with the intended-results wishes.				
<b>III–A.05 (b)</b>	Understanding that <i>distributive justice</i> defines what is <i>fair</i> according to the following principles: (*) <u>equality</u> —ensuring that everyone receives the same amount of resources, irrespective of need or contribution; (*) <u>equity</u> —ensuring that only those who have contributed the most will receive the most resources, in return; (*) <u>pressing need</u> —ensuring that irrespective of what people have contributed, only those who are in most need will receive the greater share of resources; and, (*) <u>social utility</u> —ensuring that the distribution of resources will maximally benefit the organization’s goals, as a whole.				
<b>III–A.05 (c)</b>	Understanding that the perception of <i>fairness</i> in the distribution of limited budgetary resources also flows from the principles of <i>procedural justice</i> —including: (*) assuring the greatest good for the most people, most of the time; (*) upholding the dignity of individuals in the organization by involving them in the production of procedures and the establishment of policies that affect them as professionals; and (*) recognizing that <i>fair procedures</i> inspire feelings of loyalty, legitimize the position power of leaders, and encourage both compliance and commitment from followers.				
<b>III–A.05 (d)</b>	Understanding that <i>procedural justice</i> defines what is <i>fair</i> according to the following principles: (*) <u>consistency</u> —ensuring that all cases and individuals are treated alike; (*) <u>impartiality</u> —ensuring that the processes are carried out in unbiased and competent fashion; (*) <u>shared governance</u> —ensuring that people have a voice in the formulation of rules that affect their professional work; and (*) <u>transparency</u> —ensuring the open and timely exchange of communications to keep people informed in an authentic and caring manner.				
<b>III–A.05 (e)</b>	Realizing that additional budget relief needs also to be sought from out-of-channel sources—including: (*) Federal and state grants; (*) community and corporate sponsorship; and , (*) grants-in-aid from foundations and philanthropies.				

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has provided me with a firm foundation in the following STD III Knowledge areas:

**Standard III–A: Knowledge** (Continued)

Minimally Adequately Substantially DNA

<b>III–A.06</b> Facilities Management	Realizing the importance of maintaining the proper functioning of the physical plant—its operating efficiency; its emergency safety features; its cleanliness—as being an integral component of promoting a welcoming learning and working environment.				
<b>III–A.06</b> (a)	Realizing the importance of maintaining the aesthetic appeal of the physical plant as playing a contributory role in the vision/mission implementation process—including: (*) enhancing interpersonal relationships and fostering <i>esprit de corps</i> ; (*) facilitating cognitive, affective, and socio-emotional learning; and (*) raising the expectations of teachers, staff, and students in taking pride in their working and learning environment, and its daily upkeep.				

**Standard II–B: Disposition**

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has committed me to embracing such beliefs and values as the following STD III Disposition areas:

**Standard III–B: Disposition**

Minimally Adequately Substantially DNA

<b>III–B.01</b> Promoting a Safe Learning Environment	The value that the Line Officer must promote the development of a safe and supportive learning and working environment ensuring that preventative measures with back-up provisions are in place—including: (*) creating a crisis management team; (*) installing the necessary technology to observe, record, and control access; and (*) designing a communications plan that allows access by outside emergency service personnel, as well as family members of the students and staff working in the school district, or organization.				
<b>III–B.01</b> (a)	The proposition that trust in the professional judgment of teachers and staff is essential for handling emergencies—including: (*) conflict resolution; (*) violence intervention; and, (*) handling of evacuation procedures.				

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has committed me to embracing such beliefs and values as the following STD III Disposition areas:

**Standard III–B: Disposition** (Continued)

Minimally Adequately Substantially DNA

<p><b>III–B.02</b> Promoting an Efficient Learning Environment</p>	<p>The proposition that a Line Officer’s leadership ability is attributable to a variety of traits—including: (*) his/her consistency of behavior, which flows from the virtue of integrity...a requisite characteristic for possessing the moral capacity to lead; (*) his/her ability to remove feelings of punitive fear in the administration by developing a climate of trust; and, (*) his/her ability to demonstrate all of these attributes of <i>transparency</i>, in directly observable fashion; <i>e.g.</i>, the issuance of timely and informative communications with the teachers and staff of the school district and organization on a regular, versus sporadic, basis.</p>				
<p><b>III–B.02 (a)</b></p>	<p>An appreciation that such transparency, especially with respect to consistency of timely communications, is almost entirely dependent on the user-friendly design and up-to-date maintenance of a technology improvement plan— including: (*) the value of on-going training of everyone in the up-graded use of such technology, so that its employment becomes an integral feature of the managerial and instructional processes of the school district and organization; and, (*) the value of maintaining the provisions of budgeting and staffing a technology-support infrastructure to keep such a cornerstone system up and running at all times.</p>				
<p><b>III–B.02 (b)</b></p>	<p>The value of aligning the managerial processes of the school district and organization with the on-going standards and recommendations coming from THE COLLABORATIVE FOR TECHNOLOGY STANDARDS FOR SCHOOL ADMINISTRATORS (2001).</p>				

**Standard III–C: Performance**

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has prepared me to perform effectively as a leader in such areas as the following STD III Performance areas:

**Standard III–C: Performance**

Minimally Adequately Substantially DNA

<p><b>III–C.01</b> Managing the Organization [ELCC District Std. #3.1]</p>	<p>Realizing that before any leadership initiatives to achieve vision and mission implementation can transpire, that the equitable, efficient, and effective management of resources of the school district and organization must first be in place—including: (*) stabilizing the allocation of all resources...<i>viz.</i>, fiscal, personnel, time, materials, equipment, and physical plant; (*) recruiting, retaining, and retraining <i>Highly Qualified Teachers</i> and properly licensed/certified staff; (*) satisfying the AYP targets of NCLB Act of 2001; and (*) giving priority to improving the effectiveness and safety of the student learning and staff working environment.</p>				
<p><b>III–C.01 (a)</b></p>	<p>Recognizing that all management practices must be in full compliance with the policies and procedures of the school district and organization—including: (*) state and Federal statutes, plus their relevant case law updates; and, (*) probity of professional decorum in living out the fiduciary responsibilities expected of Line Officers.</p>				
<p><b>III–C.01 (b)</b></p>	<p>Realizing that effectiveness as a Line Officer in the 21<sup>st</sup> century translates into how well a plethora of accountability yardsticks are being satisfied—including: (*) test scores for students and professional certification/licensing for staff; (*) the quality of mastering the classical managerial processes of POSDCoRB...(<i>viz.</i>, <i>Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting</i>)...in keeping the organization structure humming and solvent; (*) the quality of programmatic leadership initiatives in moving the organization and school district in the strategic directions required to achieve vision and mission implementation; and. (*) the quality of personal leadership styles—to anticipate the needs of people; to motivate people; and, to create a fail-safe learning/working environments wherein instances of failure become opportunities to grow, and moderate levels of conflict are accepted as healthy indications of a committed staff.</p>				
<p><b>III–C.01 (c)</b></p>	<p>Understanding that while the basic operating principles of the Classical Management School must be carried out with definitiveness, if the organization is to function, its top-down <i>Theory X</i> attitudes, strong task orientation, and imperiously barked directives will not only demotivate people, but will also cause people to resist any changes—due to the climate of fear and unrest that it breeds.</p>				
<p><b>III–C.01 (d)</b></p>	<p>Understanding that the <i>Theory Y</i> and <i>Theory Z</i> attitudes espoused by the Behaviorist School and the Japanese Management School—emphasizing a decided person orientation approach and a de-layering of hierarchical structures and perquisites—will encourage people to work in conjunction with each other and the administration in the strategic goals accomplishment of the vision and mission.</p>				

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has prepared me to perform effectively as a leader in such areas as the following STD III Performance areas:

**Standard III–C: Performance**(Continued)

Minimally Adequately Substantially DNA

<p><b>III–C.02</b> Managing Operations [ELCC District Std. #3.2]</p>	<p>Recognizing that the managerial <i>efficiency</i> skills requisite for operating the administration of the school district and organization must be complemented by the leadership <i>effectiveness</i> skills that Line Officers are expected to demonstrate, if a climate of respect for their professional competencies is to be generated—including: (*) the ability to also build a climate of trust by demonstrating ethical probity; (*) the ability to create a perception of transparency through the use of timely and appropriate communications marked by the precise use of language; (*) the ability to forge a climate of task achievements by celebrating vision and mission accomplishments, when they occur; and, (*) the ability to reduce conflict to manageable proportions when issues involving distribution of restricted resources and other program-related problem issues arise.</p>				
<p><b>III–C.02 (a)</b></p>	<p>Realizing that the most evanescent of the six classical managerial resources, <i>time</i>, must be jealously guarded through a variety of means—including: (*) using e-mail for the transmission of routine announcements and for pre-meeting preparations; (*) using parliamentary-designed agendas—(<i>Information Items; Discussion Items; Action Items</i>); (*) distributing the agenda in advance of the meeting with names and designated times identified alongside the various items ; and (*) disseminating professionally prepared Minutes, indicating what has been decided, who is responsible for what, and when it is due.</p>				
<p><b>III–C.02 (b)</b></p>	<p>Realizing that the second most precious classical managerial resource, <i>people</i>, must be scrupulously handled in both one-on-one, as well as in formal meetings through a variety of means—including: (*) showing respect to people attending a meeting by seeking approval of the published agenda to be sure it reflects what they have come to expect in this meeting; (*) showing respect to people who have right-of-the-floor by listening to what they are saying; and, (*) showing respect by adjourning the meeting at its posted time.</p>				
<p><b>III–C.02 (c)</b></p>	<p>Demonstrating that the medium chosen must fit the message delivered—including: (*) using <i>PowerPoint</i> presentations, and e-mail attachments, appropriately; (*) using the public address medium appropriately for organization-wide issues; (*) using the face-to-face medium for commendations, critiques of performance, and motivational assistance; and, )*) using formal letters, either mailed or hand-delivered in person, as a follow-up to any of the above.</p>				
<p><b>III–C.02 (d)</b></p>	<p>Realizing that people can be overwhelmed by information overload, and that steps must be taken to skillfully design the spacing and packaging of communication content aimed at fitting the context and need of the end user—including: (*) packaging general rules and procedures for school district and organization staff, teachers, and students into a series of annually updated <i>handbooks</i> designed for easy reference in time of need; and, (*) posting onto a continuously updated web page relevant materials for easy access by the community, and increasingly restricted access by the students, teachers, and staff.</p>				
<p><b>III–C.02 (e)</b></p>	<p>Realizing that formal communications are only as valid as people perceive them to be both timely and authentic, as well as how people perceive them to be responsive to spontaneously generated feedback loops.</p>				

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has prepared me to perform effectively as a leader in such areas as the following STD III Performance areas

**Standard III–C: Performance** (Continued)

		Minimally	Adequately	Substantially	DNA
<b>III–C.03</b> Managing Resources [ELCC District Std. #3.3]	Understanding that all of the six classical managerial resources of the school district and organization must be brought into exclusive alignment by the Line Officer with the strategic directions subsumed under the vision and missions implementation plan—including: (*) taking the leadership initiative of getting people to work together to maintain the proper alignment of daily operations with strategic directions; (*) sharing with people the costing-out formulas the administration uses in constructing the operating budget, because an informed workforce is a committed and motivated workforce; and, (*) increasing the transparency of the sharing process makes everyone more aware of the diminishing spread of resource support for the increasing spread of mission-induced initiatives.				
<b>III–C.03 (a)</b>	Understanding that at some point the “management” of resources must transpose to the “leadership” of resources—including: (*) involving people in the active management of the operations of the school district and organization to solicit their “buy in,” and to promote their contributory problem solving skills to the issue of dwindling resources; and, (*) informing everyone of the complexity of the overall budgetary processes of the school district and organization, so that they gain a more realistic perspective of the context within which their own department level budgets operate.				
<b>III–C.03 (b)</b>	Realizing that transparency in administrative operations is especially crucial when it comes to the handling of limited budgetary resources—including: (*) sharing with relevant individuals why a budget request was turned down, especially if the request was already in perceived alignment with the strategic directions of the school district and organization; and (*) enlisting the collective wisdom of the shared governance system in seeking alternative monies from state and Federal grant sources, from local businesses and community organizations, and from corporations eager to perform outreach and in-kind support services to worthy endeavors.				

**STANDARD III: Summative Narrative**

The Gallaudet University Ed. S. and Ph. D. Programs are committed to conveying the deeply ingrained work ethic that all administrative activities unfold across a continuum of skills, services, and attitudes that must be kept in balance with each other. On one end of this teeter-totter board continuum, the Line Officer is faced with the heavily task-oriented, *Theory X/Theory Y* focus of the Classical School of Management, that requires the efficient establishment of structural scaffolds to fairly control the distribution of all six managerial resources—time, personnel, fiscal, materials, equipment, and physical plant. At the other end of this unfolding continuum, the Line Officer is expected to move beyond the authoritarian mode that comes with position authority and adopt a distinctly person-oriented, *Theory Y/Theory Z* focus of the Japanese School and Behaviorist Schools of Management, that emphasizes consensus, team functioning, and the motivational energies contributing to both morale and productivity. The masterful blend of both ends of this unfolding continuum will reflect the leadership capabilities of the Line Officer, who must realize that this choice is not an *either/or* but a *both/and* blend. Furthermore, the substratum on which these management and leadership skills is predicated rests squarely on the complete and confirmed integrity of a Line Officer capable of demonstrating competence in the handling of the procedural and distributive justice principles of fairness.

### STANDARD IV

<p><b>ISLLC</b></p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) <b>by collaborating with families and community members, by responding to diverse community interests and needs, and by mobilizing community resources.</b></i></p>	<p><b>ELCC (District Level)</b></p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) <b>by collaborating with families and community members, by responding to diverse community interests and needs, and by mobilizing community resources.</b></i></p>
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### Course Matrix

Ph. D. Program		Ed. S. Program		M S. Program	
EDF 730	Multi-Cultural Education Issues			ADM 730	Multi-Cultural Education Issues
ADM 821	Issues in Administration...Special Pops.	ADM 821	Issues in Administration...Special Pops.	ADM 821	Issues in Administration...Special Pops.
ADM 822	Executive Management Skills				(Electives)
ADM 810	Public Policies...Disabilities			ADM 810	Public Policies...Disabilities
ADM 837	Interpersonal & Group Behavior in Orgs.	ADM 837	Interpersonal & Group Behavior in Orgs.	ADM 837	Interpersonal & Group Behavior in Orgs.
ADM 858	Supervising and Evaluating Teaching	ADM 858	Supervising and Evaluating Teaching		
ADM 860	Ethics in Management			ADM 860	Ethics in Management
ADM 865	School and Community Relations	ADM 865	School and Community Relations		(Electives)
ADM 855	Field Experience			ADM 855	Field Experience
ADM 890	Internship	ADM 890	Internship	ADM 890	Internship

### NCATE Conceptual Framework Matrix

① DEAF AND HEARING COMMUNITIES	ADM 890	ADM 810	ADM 865			
② Local and Global Perspectives	ADM 860	ADM 821	EDF 730	ADM 865		
③ TRADITION AND INNOVATION	—Entirety of Administration Curriculum—					
④ Theory and Practice	ADM 809	ADM 837	ADM 838	ADM 860	ADM 822	ADM 865
⑤ REFLECTION AND ENQUIRY	ADM 809	ADM 860	ADM 822	ADM 837	ADM 858	

**Standard IV–A: Knowledge**

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has provided me with a firm foundation in the following STD IV Knowledge areas:

**Standard IV–A: Knowledge**

		Minimally	Adequately	Substantially	DNA
<p><b>IV–A.01</b> Emerging Issues and National Trends in Forging School &amp; Community Relations</p>	<p>Understanding the crucial role that the Line Officers of the school, school district, and organization play in cultivating the <i>internal</i> population of the school—students, teachers, custodial staff—along with the <i>external</i> population of the school and business community in building a successful series of <i>internal</i> coalitions and <i>external</i> alliances that promote the vision and mission statements of the school and organization. <i>Parenthetically: The National School Public Relations Association (1986) surveyed the public’s opinions about schools in their communities. The astounding finding of that study? Custodians and school bus drivers were deemed the most authentic and believable members of the staff, followed by cooks, secretaries, and teachers! No mention was made of Line Officers!</i></p>				
<p><b>IV–A.01 (a)</b></p>	<p>Embracing the belief that the Line Officer must serve in the capacity of a role model in developing and nurturing mutually supportive partnerships for building goodwill and morale in the school, school district, and organization—including: (*) improving shared decision-making practices by increasing the communication efficiency within the <i>internal</i> public of teachers, staff, and students; (*) improving the communication interactions with the <i>external</i> public to remove the traditional isolation of families, communities, civic organizations, business leaders, and media from the work of achieving mission and vision implementation of the school, in order to prepare students more readily for the tasks and demands of the new millennium; (*) increasing the amount of interactions with community-based people working in front-line positions with community services, social workers, health workers; and, (*) creating partnerships with all of the above outreach activities to reduce the students’ chances of delinquency, unemployment, and incurring health morbidity dangers.</p>				

**Standard IV–A: Knowledge** (Continued)

Minimally Adequately Substantially DNA

<p><b>IV–A.02 Promoting Models of Community Partnerships and Marketing Strategies</b></p>	<p>Understanding the workings of various models that promote community partnerships with the schools can assist Line officers with the effective marketing of such alliances—including: (*) examining the applicability of Boston’s <i>David A. Ellis School</i> involves the INSTITUTE FOR RESPONSIVE EDUCATION for encouraging administrators, teachers, and parents to cooperate as co-participants in the school’s efforts to achieve its mission and vision in the education of their children; (*) examining the applicability of California’s COMER SCHOOL DEVELOPMENT PROCESS which has pioneered a parental involvement accountability profile to enlist the help of the parents in addressing the reading programs of their children’s schools, as well as shared decision making through greater community involvement; (*) examining the NATIONAL NETWORK OF PARTNERSHIP SCHOOLS to provide research-based guidance for Line Officers to build cohesive school-family partnerships to strengthen the vision and mission implementation strategies of the school and organization; and, (*) examining the applicability of Texas and Tennessee’s ADOPT–SCHOOL PROGRAM which presents a model of school partnerships with the business community to develop pen-pals, mentors, tutors, and scholarships.</p>				
<p><b>IV–A.02 (a)</b></p>	<p>Realizing that broad community involvement is aimed at increasing the effectiveness of the vision and mission implementation strategies of the schools—including: (*) improving resources replenishment, especially to the physical plant and to the curriculum; (*) improving the attitudes of students, parents, teachers, administrators, and the local citizenry, which in itself will raise the expectations for increased performance levels by all concerned; (*) improving the depth, breadth, and quality of curricular experiences specifically designed to expose the students to the wealth of diversity and talent existing beyond the confines of the immediate classroom; and (*) promoting the motivational awareness in the students to see learning as a life-long process that extends beyond the structured curriculum of the school...a process for which they must assume an increasing degree of responsibility.</p>				

**Standard IV–B: Disposition**

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has committed me to embracing such beliefs and values as the following STD IV Disposition areas:

**Standard IV–B: Disposition**

Minimally Adequately Substantially DNA

<b>IV–B.01</b> Promoting the Integral Role of the School within the Context of the Resources, Dynamics, and Conditions of a Diverse Society	The value of reaching the <i>external</i> publics of the school, school district, and organization by nurturing the <i>internal</i> publics with best management and leadership practices—including: (*) realizing that internal relationships among faculty, administrators, staff, and students become the principal vehicle through which the credibility of the school, school district, and organization are established and maintained.				
<b>IV–B.01 (a)</b>	Embracing the belief that the behaviors and comments of each member of the <i>internal</i> staff and student population contribute collectively to what eventually becomes both the <i>internal</i> and <i>external</i> publics’ collective image and perception of the school/organization.				
<b>IV–B.01 (b)</b>	Recognizing that the students are the school’s key communication link to the <i>external</i> publics, and unless they feel cared for and respected, then no public relations effort can turn-around the negativity of the public’s perceptions.				

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has committed me to embracing such beliefs and values as the following STD IV Disposition areas:

**Standard IV–B: Disposition** (Continued)

		Minimally	Adequately	Substantially	DNA
<p><b>IV–B.02</b> Believing that the Key Stakeholders of the School—Families and Teachers—must be Involved in the Decision-Making Processes Affecting the Students</p>	<p>The belief that the Line Officer’s expectations of effective classroom management by the teachers results in the respect of the students, and the goodwill and confidence of the parents through the development and communication of various guidelines—including: (*) informing the various stakeholders of how and when they will be involved with decisions affecting the curriculum, and the implementation of the vision and mission of the school; and (*) informing them, also, of how they will <u>not</u> be involved with various management-related decisions that are by law designated for handling only by the administration, so as to prevent misunderstandings which can severely cripple many good-faith efforts by the Line Officers; (<i>cf.</i> Council of Chief State School Officers (1996), which showed that the strongest support base for our Nation’s schools is the local community that is actively involved in the design and implementation of the school’s vision and mission.)</p>				
<p><b>IV–B.02 (a)</b></p>	<p>Sharing with the various stakeholders the emerging research literature showing that parents and communities that are involved in the education of their children demonstrate improved grades, achievement test scores, socio-emotional skills, and responsible behaviors as seen in improved attendance records (<i>cf.</i>, U. S. Office of Education Research and Improvement, 1995).</p>				
<p><b>IV–B.02 (b)</b></p>	<p>Embracing the belief that the leadership initiatives of the Line Officers of the school, school district, and organization provide the vital link to successful collaborative efforts among the various <i>internal</i> and <i>external</i> stakeholder constituencies—including: (*) getting the teachers to communicate to the parents that they have their students’ best interests at heart in everything they do; (*) working alongside the administration in helping the parents to assume critical, yet specifically defined, roles in promoting the learning environment of the school outside of the classroom both at home and in the community; and, (*) involving the leaders of both the civic and business communities in the active support of the school’s vision and mission.</p>				

**Standard IV–C: Performance**

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has prepared me to perform effectively as a leader in such areas as the following STD IV Performance areas:

<b>Standard IV–C: Performance</b>		Minimally	Adequately	Substantially	DNA
<p><b>IV–C.01</b> Forging Coalitions within the Internal Stakeholders of the School and Alliances with Various Stakeholders in the External Community [cf. ELCC District Std. #4.1]</p>	<p>Understanding that <i>internal</i> coalitions and <i>external</i> alliances do not just happen, but must be generated through the strategic leadership skills of Line Officers embracing a variety of approaches—including: (*) the realization that communication is a two-way process with particular emphasis being given to the <i>listening</i> aspect; (*) an appreciation that parental concerns for quality of academic course work, progress in academic achievement—(especially the AYP ratings required by <i>NCLB Act of 2001</i>)—school safety, and student discipline must be listened to by the administration, and appropriately addressed; (*) the imperative for innovative approaches to bring about the partnership of parents and teachers working in concert to achieve the vision and mission of the school and organization; (*) and, the necessity for lessening total reliance on the administration to achieve satisfaction among the various stakeholders by inducing a sense of co-responsibility among all the members of the <i>internal</i> organization of the school— (including students)—to work effectively with each of the various <i>external</i> constituencies—(including the media).</p>				

<b>Standard IV–C: Performance</b> (Continued)		Minimally	Adequately	Substantially	DNA
<p><b>IV–C.02</b> Engaging Community Interests, Including Advocating for Marginalized Stakeholders [cf. ELCC District Std. #4.2]</p>	<p>Developing strategies to overcome the barriers that prevent the necessary coalitions and alliances from forming due to typical <i>we-versus-they</i> attitudes—including: (*) fears that if the school or organization is open to public scrutiny , then entrenchment of positions will solidify; (*) fears that the community and media are uncaring and overly critical of what the school or organization is attempting to achieve; (*) fears of being unable to assist all families in identifying the community programs that address their special needs will spell failure; and, (*) fears that territorial prerogatives will block both the flow of resources and the reciprocity needed for effective two-way communication.</p>				
<p><b>IV–C.02 (a)</b></p>	<p>Understanding the necessity of getting various <i>internal</i> and <i>external</i> constituencies to engage in dialogue about the perceptions and reservations they have of each other—including: (*) arranging public meetings, private meetings, and one-on-one meetings in a variety of venues to promote the trust that is so essential to bringing people together; and, (*) identifying the key communicators—(both positive and negative)—among the various stakeholders to galvanize others into productive channels.</p>				
<p><b>IV–C.02 (b)</b></p>	<p>Developing strategies to address the disaffected members of the <i>internal</i> and <i>external</i> communities—including: (*) providing parents with language assistance when needed; and, (*) providing in-service opportunities to teachers and staff on multi-cultural ethnicity.</p>				

**Standard IV–C: Performance** (Continued)

		Minimally	Adequately	Substantially	DNA
<p><b>IV–C.03</b> Developing a Community Relations Plan to Mobilize Community Resources [cf. ELCC District Std. #4.3]</p>	<p>Developing strategies to incorporate the human and fiscal resources of the community to supplement the efforts of achieving the vision and mission implementation of the school, school district, and organization—including: (*) developing the funding strategies that may result from bringing together alliances with the civic, business, youth services, and health services organizations within the community; (*) developing the goals, objectives, and communication strategies that specify <i>who</i> does <i>what</i>, <i>where</i>, <i>when</i>, and <i>why</i>; (*) identifying the types of desirable work-products that result from these cooperative efforts; and, (*) developing the feedback evaluation loops that assess the strengths and weaknesses of the entire community relations plan, and the means for addressing them.</p>				
<p><b>IV–C.03 (a)</b></p>	<p>Realizing that the essence of site-based management is based on the premise of shared governance and shared decision-making within the <i>internal</i> and <i>external</i> communities of the school, school district, and organization—including: (*) the resolve of the Line Officer to include parents and teachers in the shared governance enterprise; and, (*) the resolve to remove practices contributing to the alienation of teachers, parents, and students by making hard-to-reach individuals feel welcome and central to achieving the vision and mission that everyone already helped to develop and to embrace.</p>				

**STANDARD IV: Summative Narrative**

STANDARD IV, more than any other single standard, demonstrates the leadership dictum that Line Officers possess the potential for demonstrating enormous influence in carrying out their many fiduciary roles and responsibilities within both the *internal* and *external* populations of the school, school district, and organization. Given the massive alienation of affection being experienced in today’s society by various marginalized groups and individuals, that influence can be put to good use by promoting collaborative alliances with the *external* community, by first establishing working coalitions within the *internal* population of the school and organization.

Following the initiatives of STANDARD IV, Gallaudet’s training programs have built on its already established training sequences in communication skills, conflict training, and the management of meetings, a thoroughly revamped training sequence in its ADM 865 *School and Community Relations* seminar by requiring the development of community action plans based on such national models as (\*) INSTITUTE FOR RESPONSIVE EDUCATION, (\*) COMER SCHOOL DEVELOPMENT PROCESS, (\*) NATIONAL NETWORK OF PARTNERSHIP SCHOOLS, and (\*) ADOPT-A-SCHOOL PROGRAM.

Parenthetically, due to the excessive redundancy appearing throughout the various sections of STANDARD IV, the task of separating out the true sentiments and intents of this excellent and valid area of concern was exceedingly challenging. Our fear is that the intended audience of the Nation’s training programs in school administration may be hard pressed to decipher exactly what it is they are supposed to do with this Standard IV—given its pleonastic prose and prolixity.

Additionally, clarity and consistency of central concepts implicit within this Standard must be improved. One example of which is the notion that Line Officers must address the needs of *internal* stakeholders—*coalitions* among teachers, staff, students—before any appreciable *alliances* can be achieved among the *external* stakeholders of parents, civic organizations, youth services units, and the business community. Another example, one that applies to all of the Standards, is the notion that all efforts must be geared to the implementation of the *vision* and *mission* of the school, school district, and organization.

## STANDARD V

<p><b>ISLLC</b></p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by acting with integrity, fairness, and in an ethical manner.</i></p>	<p><b>ELCC (District Level)</b></p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by acting with integrity, fairness, and in an ethical manner. .</i></p>
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### Course Matrix

Ph. D. Program		Ed. S. Program		M S. Program	
EDF 730	Multi-Cultural Education Issues			ADM 730	Multi-Cultural Education Issues
ADM 821	Issues in Administration...Special Pops.	ADM 821	Issues in Administration...Special Pops.	ADM 821	Issues in Administration...Special Pops.
ADM 822	Executive Management Skills				
ADM 810	Public Policies...Disabilities			ADM 810	Public Policies...Disabilities
ADM 837	Interpersonal & Group Behavior in Orgs.	ADM 837	Interpersonal & Group Behavior in Orgs.	ADM 837	Interpersonal & Group Behavior in Orgs.
ADM 838	Organization Development and Management of Change	ADM 838	Organization Development and Management of Change	ADM 838	Organization Development and Management of Change
ADM 860	Ethics in Management			ADM 860	Ethics in Management
ADM 865	School and Community Relations				
ADM 880	Human Resource Management	ADM 880	Human Resource Management		

### NCATE Conceptual Framework Matrix

① DEAF AND HEARING COMMUNITIES	ADM 821	ADM 810	EDF 730	ADM 865	
② Local and Global Perspectives	ADM 860	ADM 821	EDF 730	ADM 865	
③ TRADITION AND INNOVATION	—Entirety of Administration Curriculum—				
④ Theory and Practice	ADM 860	ADM 837	ADM 838	ADM 880	ADM 822
⑤ REFLECTION AND ENQUIRY	ADM 860	ADM 822	ADM 837	ADM 880	

**Standard V-A: Knowledge**

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has provided me with a firm foundation in the following STD V Knowledge areas:

<b>Standard V-A: Knowledge</b>		Minimally	Adequately	Substantially	DNA
<b>V-A.01</b> Possesses Integrity	Understands that a Line Officer must be able and willing to demonstrate integrity of behavior—[which is what we do when no one is looking]—on a consistent basis while also promoting ethical conduct in others—including: (*) encouraging the meaningful and continual discussion of the various codes of conduct published by the national bodies in which the professional staff of the school and organization hold membership; and, (*) leading the development of a <i>Statement of Values</i> to complement the vision and mission statements of the school and organization.				
<b>V-A.01 (a)</b>	Supports the inclusion and adaptation of <i>character education</i> programs for both the students and the staff of the school and organization—including any or all of the following: (*) the <i>UN Universal Declaration of Human Rights</i> ; (*) the <i>Aspen Declaration of on Character Coalition</i> ; (*) the <i>Josephson Institute of Ethics’ Six Pillars of Character</i> —[Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship]; (*) the global core values initiatives of the <i>Royal Dutch Shell Corporation</i> —[Honesty, Integrity, Respect, Concern for climate changes, and Bio-diversity]; and, (*) <i>UN Global Compact</i> for responsible corporate citizenship, and the diffusion of environmentally-friendly technologies				
<b>V-A.01 (b)</b>	Recognizes the power of personal example in reenforcing discussions of ethical behavior and the prescripts of published codes of conduct—including: (*) inviting upstanding members of the professions and the community whose professional lives have been committed to integrity and fairness; and, (*) assuring non-professional staff members and parents that the principles of empathy, fairness, and equity will govern all interactions within the school and organization.				

<b>Standard V-A: Knowledge</b>		Minimally	Adequately	Substantially	DNA
<b>V-A.02</b> Acts fairly	Recognizes that Line Officers have a fiduciary responsibility for modeling integrity—including: (*) respecting diversity of opinion, race, and culture in all interactions with students, staff, and parents; (*) establishing a disciplinary code for students, and personnel policies for staff based on statutory law, ethical canons, and the principles of fairness framed by the notions of distributive justice and procedural justice; and, (*) explaining major decisions in terms of these ethical principles of fairness, justice, and law.				
<b>V-A.03</b> Acts ethically	Promotes the expectation that everyone in the school, school district, and organization has a caring attitude and sense of co-responsibility for showing respect, compassion, honesty, civility, and restraint in all intercatons.				

**Standard V-B: Disposition**

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has committed me to embracing such beliefs and values as the following STD V Disposition areas:

**Standard V-B: Disposition**

		Minimally	Adequately	Substantially	DNA
<b>V-B.01</b> Respecting Diversity	Embraces the imperative that Line Officers must take the lead in celebrating and respecting the value of diversity within the school, school district, and organization—whether it is diversity of opinion, or the diversity of the multi-cultural contributions of the Nation’s ethnic and racial communities.				
<b>V-B.01 (a)</b>	Accepting the cardinal principle that Line Officers have the moral obligation to ensure that the faculty and staff of the school and organization embrace the values of integrity, fairness—including the ethical norm of avoiding the appearances of a <i>conflict of interest</i> in the dispatch of their fiduciary duties.				

**Standard V-C: Performance**

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has committed me to embracing such beliefs and values as the following STD V Performance areas:

**Standard V-C: Performance**

		Minimally	Adequately	Substantially	DNA
<b>V-C.01</b> Influencing the curriculum to incorporate character education	Supporting the development of curricular materials that provide applied examples of moral conduct—including: (*) discussing the moral and legal dilemmas of <i>right vs. wrong</i> ; (*) discussing what constitutes good citizenship in the school and community; (*) discussing what constitutes good sportsmanship on the playing fields; and, (*) discussing what constitutes a caring and compassionate attitude.				
<b>V-C.01 (a)</b> Influencing the managerial practices to promote an ethical environment.	Reviewing the practices and policies of the school and organization to see if they pass the “front-page-of-tomorrow’s newspaper test”—including: (*) discussing at management team meetings the moral implications of choosing <i>right vs. right</i> choices; (*) discussing the behavioral characteristics of managerial interactions that exemplify fairness, compassion, and truthfulness.				

**Standard V–C: Performance**

Minimally Adequately Substantially DNA

<p><b>V–C.02</b> Promoting a caring and moral environment</p>	<p>Setting in motion the model of a staff development plan that promotes character education for students and embraces an ethical environment for the staff—including: (*) providing models of character education being employed in the Nation’s schools; (*) promoting the attendance of staff to conferences on moral education; (*) using case studies from the literature dealing with instances of integrity and moral dilemmas; (*) encouraging the school and organization to develop a <i>Statement of Values, Credo, or Code of Ethics</i> to complement the <i>Statements of Mission and Vision</i>; and , (*) designing workshops for staff and students to discuss how best to demonstrate fairness, caring, compassion, and tolerance for diversity of opinions.</p>				
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**STANDARD V: Summative Narrative**

STANDARD V—unlike the previous Standard’s focus on the organization’s *external* constituency—focuses almost exclusively on the *internal* constituency of the school and organization. The principal reason for this inward focus? Simply put: Actions speak louder than words. And unless Line Officers are willing and able to walk-the-talk, then they will forever lose their moral capacity to lead!

Our Nation’s youth and young professionals are being assailed by an increasingly sordid stream of malfeasance on the part of public figures in sports, politics, corporations, schools, and religion—all falling from grace, and falling hard. The moral fabric that once framed our Republic has become so utterly frayed that is now incumbent upon our administrator preparation programs to inculcate their Line Officers in training with the message that they must become the beacons of hope for all future generations. As for our own students, they are immersed in a curriculum that is infused with continuing instances of integrity and ethical deportment in administration and special education. In fact, our training program provides the sole graduate level seminar in ethics—a one-of-a-kind experience that is also open to students from other programs. And do these students from other programs come? No. Why? Because their advisors see no reason for such training—either because they are unwilling or unable to allow their students to enjoy any flexibility in the rigid course requirements of their own curricular sequences. Regrettably, this *Zeitgeist* may simply be a reflection of our institution’s unwillingness to craft a much needed *Statement of Values* to accompany its *Statements of Mission and Vision*.

## STANDARD VI

<p style="text-align: center;"><b>ISLLC</b></p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) <b>by understanding, responding to, and influencing the larger political, socio-economic, legal, and cultural context.</b></i></p>	<p style="text-align: center;"><b>ELCC (District Level)</b></p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) <b>by understanding, responding to, and influencing the larger political, socio-economic, legal, and cultural context.</b></i></p>
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### Course Matrix

Ph. D. Program		Ed. S. Program		M S. Program	
EDF 730	Multi-Cultural Education Issues			ADM 730	Multi-Cultural Education Issues
ADM 821	Issues in Administration...Special Pops.	ADM 821	Issues in Administration...Special Pops.	ADM 821	Issues in Administration...Special Pops.
ADM 822	Executive Management Skills				
ADM 810	Public Policies...Disabilities			ADM 810	Public Policies...Disabilities
ADM 837	Interpersonal & Group Behavior in Orgs.	ADM 837	Interpersonal & Group Behavior in Orgs.	ADM 837	Interpersonal & Group Behavior in Orgs.
ADM 838	Organization Development and Management of Change	ADM 838	Organization Development and Management of Change	ADM 838	Organization Development and Management of Change
ADM 860	Ethics in Management			ADM 860	Ethics in Management
ADM 865	School and Community Relations				
ADM 841	Redesigning Organizations	ADM 841	Redesigning Organizations		
ADM 809	Theories of Management and Leadership			ADM 809	Theories of Management and Leadership
ADM 839	Organization Theory and Design	Adm 839	Organization Theory and Design		
ADM 880	Human Resources Administration			ADM 880	Human Resources Administration
ADM 880	Human Resource Management	ADM 880	Human Resource Management		

### NCATE Conceptual Framework Matrix

① DEAF AND HEARING COMMUNITIES	ADM 821	ADM 809	ADM 810	EDF 730	ADM 865	ADM 880
② Local and Global Perspectives	ADM 860	ADM 821	EDF 730	ADM 865	ADM 822	ADM 838
③ TRADITION AND INNOVATION	—Entirety of Administration Curriculum—					
④ Theory and Practice	ADM 860	ADM 837	ADM 838	ADM 839	ADM 822	
⑤ REFLECTION AND ENQUIRY	ADM 860	ADM 822	ADM 837	ADM 880	ADM 865	ADM 841

**Standard V–A: Knowledge**

I believe that my post-graduate training at Gallaudet University—including the subsequent professional development that it has engendered—has provided me with a firm foundation in the following STD VI Knowledge areas:

**Standard V–A: Knowledge**

<b>Standard V–A: Knowledge</b>		Minimally	Adequately	Substantially	DNA
<b>VI–A.01</b> Possesses Integrity	Understands that a Line Officer must be able and willing				
<b>VI–A.01 (a)</b>	Supports the inclusion and adaptation of]				
<b>VI–A.01 (b)</b>	Recognizes the power of personal organization.				