

Iowa State University

**College of Human Sciences
Department of Educational Leadership and Policy Studies**

**Program Description:
Certificate of Advanced Studies
(Iowa Superintendent's Licensure/Endorsement)**

Guidelines, Objectives, and Procedures for Admission

**Offered under the Auspices of the
Educational Administration Program**

Veronica Stalker, Program Coordinator

N247 Lagomarcino

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vstalker@iastate.edu

Certificate of Advanced Studies Program Description

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Program Description:

The Certificate of Advanced Studies (CAS) program is comprised of a series of graduate level courses and activities in educational administration that upon completion collectively satisfy the State of Iowa requirements for licensure as a superintendent of schools. The program is a course-only, certification (licensure) program for the school superintendency.

Admission to or completion of any or all of the CAS requirements does not qualify one for admission to the Ph.D. program. In the event that a CAS student is subsequently admitted to the Ph.D. program, courses taken pursuant to the CAS shall be reviewed by the student's Ph.D. program of study committee, and the committee shall determine the acceptability of any such coursework credit toward the Ph.D.

Program Objectives:

The objectives for students in the Certificate of Advanced Studies Program include the following:

1. To develop and apply appropriate administrative and leadership skills for the superintendency.
2. To acquire essential knowledge and expertise in child and adolescent development.
3. To develop and apply skills and leadership behaviors for administering preschool, elementary, middle, and senior high schools and special education programs and environments.
4. To design, implement, and evaluate curriculum and instructional practice in schools.
5. To apply correctly principles of school law, educational policy, and public institutional ethics.
6. To plan, organize, and effectively manage and focus human, operational, materiel, and financial resources of school organizations in effective and efficient ways.
7. To engage in productive planning, goal setting, and use feedback in leadership for school organizations.
8. To plan, organize, develop, and implement sound and appropriate community relationships, organizational policies, and roles and relationships.
9. To diagnose and apply effective principles of school governance, administrative theory, leadership, management, and administration.
10. To evaluate and diagnose environments, conditions, and contexts with tools of philosophy, history, and theory for data-driven decision-making.

Students are responsible for furnishing the advisor evidence of completion of the CAS requirements and criteria prior to recommendation for certification (licensure).

Admission Criteria and Requirements

Some key tips are noted to make your application to the CAS program go more smoothly:

1. Admission to Iowa State Graduate Study can be accomplished through downloading the admission document, and then faxing the completed form. The application can also be done on-line at www.grad-college.iastate.edu/ You can get to this site by looking at the ISU home page and then selecting "Graduate College" in the alphabetical search option under "G". Graduate College Application can also be mailed to: Office of Admissions, Alumni Hall, Iowa State University, Ames, IA 50011-2010. (If you previously have been accepted into another ISU graduate program, you will not need to complete this form again.)
2. **Official** transcripts for **all** undergraduate and graduate coursework are required. (If previously accepted into another ISU graduate program, you will not need to send transcripts again.) Transcripts should be mailed directly from the institution to: Office of Admissions, Alumni Hall, Iowa State University, Ames, IA 50011-2010.

3. The following materials should be sent via email, fax, or mailed to: Judy Weiland, Record Analyst, Educational Leadership and Policy Studies, N247 Lagomarcino Hall, Iowa State University, Ames, IA 50011-3195

- Admission to Iowa State University graduate study.
- For full admission: Satisfactory academic standing: top half of undergraduate class and graduate GPA of 3.5 or better. “Provisional” admission is considered for a graduate GPA of 3.0 to 3.5. If provisionally approved, full student admission will be considered after completing the initial program course.
- Documentation of completion of an earned Master’s Degree in Educational Administration or the equivalent.
- Evidence of prior licensure or eligibility for licensure as a principal in the State of Iowa.
- Copy of current resume.
- Authentication of potential for professional leadership with supportive endorsements or recommendations from a superior, a subordinate, and a professional peer. [Endorsement/recommendation forms attached are in this manual]
- Demonstration of adequate skill in written expression by completion of a writing assignment provided by the Educational Administration program area. If you need to take the writing assignment you will need to phone Dr. Susan Garton at 515-294-7347 or email at scgarton@iastate.edu and provide the name and email or fax of the person who will proctor the writing test. [Note: Writing assignment *may* be waived if the student has completed substantive writing assignments in at least one course with a full-time ISU educational administration faculty member and receives a positive recommendation for skills in written expression.]
- Satisfactory completion of an interview either face-to-face or by telephone by at least one Iowa State University faculty. [Faculty allowed to conduct the interview are listed under “Regular Faculty” in this manual]
- Approval of qualifications and suitability for admission to the program by the Educational Administration program area faculty.

NOTE: Prior to certification, the individual must provide documentation of three years of successful leadership in service as a principal or equivalent administrative position.

Advisement

An appointed member of the faculty from the Department of Educational Leadership and Policy Studies shall advise CAS students. The advisor shall serve as the chair of the admissions review committee, and shall be responsible for verification of completion of the requirements for certification (licensure) under the program. Once verification of completion of requirements is accomplished, the student shall acquire and complete the state licensure forms and send them to the program coordinator. The program coordinator will sign the licensure forms, thus recommending the student to the State of Iowa for certification (licensure) in accordance with state licensure rules and regulations.

The scope and nature of advisement of CAS students is less formal and rigorous than that for degree-seeking students, and the CAS coursework requirements shall be generally uniform for all CAS students.

Students shall be provided a copy of the course and licensure requirements and instructed as to which courses are required. Substitutions for courses from Iowa State University or other institutions shall be at the discretion of the advisor in congruence with licensure requirements. Students shall also be informed as to the sequence and schedule of courses. Insofar as possible, students shall be assigned to a cohort group for the duration of their program of studies.

Students are required to consult with their advisor at least once each semester to monitor progress toward completion of the CAS program and to receive information about course schedules and sequences. Advisement may be accomplished with groups of two or more students in a session.

Program Completion Requirements

Students must successfully complete no less than 30 semester units of approved graduate coursework beyond the Master’s Degree. The following template for the CAS program of study delineates the specific requirements for program completion.

1. General Requirements

- Evidence of an earned Master's Degree in Educational Administration or the equivalent.
- Completion of not less than 30 units of successful graduate study beyond the Master's Degree.
- Maintenance of a 3.5 grade point average in post-Master's coursework.
- Certification (licensure) as a principal and completion of three years of experience as a principal or the equivalent.
- Completion of at least 20 semester hours of the CAS course requirements at Iowa State University.
- Evidence of satisfactory completion of a field experience in educational administration under supervision of a mentor superintendent approved by the advisor.

2. Prerequisite Courses and Program Content

- Completion of the following Master's Degree courses (or equivalent as approved by the advisor):
 - EdAdm541 Principles of Educational Administration (3 credits)
 - EdAdm551 Supervision for Learning Environments (3 credits)
 - EdAdm552 The Principalship (3 credits)
 - Edadm 553 Personnel Evaluation and Professional Development (3 credits)
 - EdAdm554 Leading and Transforming School Cultures (3 credits)
 - EdAdm556 School Systems as Learning Cultures (3 credits)
 - EdAdm558 Developmental Needs of Diverse Learners (3 credits)
 - EdAdm559 Design and Delivery of School Curriculum (3 credits)
 - EdAdm575 Legal and Ethical Dimensions of Educational Leadership (3 credits)
 - EdAdm591A/BField Experience (A=Elem; B=Sec) (min. 5 credits)

Completion of any of the courses listed above after receiving a Master's degree may qualify the course for inclusion in the required 30 credits past the Master's degree, subject to approval by the advisor.

3. Required Courses for Certification (licensure)

(21 credits or the equivalent subject to approval by the advisor)

- Planning Systems, Operations, and School Environments, EdAdm601 (3 credits)
- Human Resource Development and Negotiations, EdAdm602 (3 credits)
- Personnel Evaluation and System Assessment Practices, EdAdm603 (3 credits)
- Current Practices of the Superintendency, EdAdm605 (3 credits)
- Policy Development and Issues: School Board and Superintendent Roles, EdAdm611 (3 credits)
- School Finance and Business Management, EdAdm612 (3 credits)
- Field Experience (Internship), EdAdm591 (691) (3 credits)

4. Elective Courses for Certification (licensure)

(These courses may be selected at the student's discretion to complete the 30 credits in educational administration beyond the Master's Degree upon approval of the advisor):

- Workshops in Educational Administration, EdAdm593, 1-4 credits
- Theories of Leadership, EdAdm604, 3 credits
- Administrative Technology Systems, EdAdm606, 3 credits
- Advanced School Law, EdAdm607, 3 credits
- Administrative Problems, EdAdm608, 3 credits
- Instructional Management, EdAdm609, 3 credits

- ❑ Seminars in Educational Administration, EdAdm615, 1-3 credits
- ❑ Advanced Topics in Educational Administration, EdAdm690, 1-3 credits
- ❑ Research in Education, ResEv550, 3 credits

Application for Certification (licensure)

Students shall be responsible for furnishing the program coordinator evidence of completion of the CAS requirements and criteria prior to recommendation for certification (licensure). Application for certification (licensure) shall include the following items and information:

- ❑ Evidence of completion of all prerequisite courses.
- ❑ Documentation (transcripts) of completion of course requirements.
- ❑ Evidence of completion of all general requirements, including three years' administrative experience.
- ❑ A copy of the properly completed superintendent's certification (licensure) application form with the appropriate fee attached (check made out to the State of Iowa Board of Educational Examiners).
- ❑ Submittal of the above with a letter of transmittal signed by the student.

Recommendation for Certification (licensure)

Once the application for certification (licensure endorsement number 171 -- superintendent) is received by the program coordinator, the advisor shall be responsible for review of the application for accuracy and suitability for recommendation for certification (licensure). If approved, the program coordinator shall sign the application verifying approval and forward the application to the appropriate Iowa State University office for processing and transmittal to the State of Iowa Board of Educational Examiners.

Notice of Limitation

Enrollment in CAS coursework, completion of CAS requirements, and performance of other activities pursuant to the CAS program shall not entitle the student to admission to any degree program at Iowa State University. Subsequent admission to a graduate degree program does not comprise approval of any CAS coursework toward completion of that degree. Moreover, applicability and approval of any coursework under the CAS program for use in any degree program remains within the sole discretion of the student's program of study committee appointed and approved by the Graduate College for the given degree.

Application and Operational Procedure Forms

Enclosed with this document are the forms and procedures provided in conjunction with the Certificate of Advanced Studies Program. Included please find:

- CAS Program of Study Form
- CAS Program Faculty

Information and Inquiries

For further information and inquiries, please direct all questions to the Educational Administration Program Office:

Susan Garton, CAS Program Advisor, at (515) 294-7347 or scgarton@iastate.edu, or Donald G. Hackmann, Educational Administration Program Coordinator, at (515) 294-4871 or hackmann@iastate.edu

Forms and Program Operations Information

(See Below)

IOWA STATE UNIVERSITY

Department of Educational Leadership and Policy Studies • Certificate of Advanced Studies (Superintendent Licensure)

Program of Study Planning Template

Student Name:

SSAN:

Prerequisite Courses or Equivalents (Normally included in Master's degree program):

Completed or Scheduled	Course No.	Course Title	Units
- Compl -Sched -Subst:	EdAdm541	Principles of Ed. Administration	3
- Compl -Sched -Subst:	EdAdm551	Supervision for Learning Environments	3
- Compl -Sched -Subst:	EdAdm552	The Principalship	3
- Compl -Sched -Subst:	EdAdm553	Personnel Evaluation and Professional Development	3
- Compl -Sched -Subst:	EdAdm554	Leading and Transforming School Culture	3
- Compl -Sched -Subst:	EdAdm556	School Systems as Learning Cultures	3
- Compl -Sched -Subst:	EdAdm558	Developmental Needs of Diverse Learners	3
- Compl -Sched -Subst:	EdAdm559	Design and Delivery of School Curriculum	3
- Compl -Sched -Subst:	EdAdm575	Legal and Ethical Dimensions of Educational Leadership	3
- Compl -Sched -Subst:	EdAdm591A/B	Field Experience (A=Elem; B=Sec)	3

Required Courses for Certification (21 credits):

Completed or Scheduled	Course No.	Course Title	Units
- Compl -Sched -Subst:	EdAdm601	Planning Systems, Operations, and School Environments	3
- Compl -Sched -Subst:	EdAdm602	Human Resource Development and Negotiations	3
- Compl -Sched -Subst:	EdAdm603	Personnel Evaluation and System Assessment Practices	3
- Compl -Sched -Subst:	EdAdm605	Current Practices of Superintendency	3
- Compl -Sched -Subst:	EdAdm611	Policy Development and Issues: Board/Superintendent Relationships	3
- Compl -Sched -Subst:	EdAdm612	School Finance and Bus. Mgmt	3
- Compl -Sched -Subst:	EdAdm691	Sup. Field Exp.: Superintendency	3

Elective Courses for Certification (Minimum 9 credits Approved by Advisor):

Completed or Scheduled	Course No.	Course Title	Units
- Compl -Sched -Subst:	EdAdm593	Workshops in Educational Administration	1-4
- Compl -Sched -Subst:	EdAdm604	Theories of Leadership	3
- Compl -Sched -Subst:	EdAdm606	Administrative Technology Systems	3
- Compl -Sched -Subst:	EdAdm607	Advanced School Law	3
- Compl -Sched -Subst:	EdAdm608	Administrative Problems	3
- Compl -Sched -Subst:	EdAdm 609	Instructional Management	3
- Compl -Sched -Subst:	EdAdm615	Seminars in Educational Administration	1-3
- Compl -Sched -Subst:	Ed dm690	Advanced Topics in Ed. Admin.	1-3
- Compl -Sched -Subst:	ResEv 550	Research in Education	3

NOTE: Enrollment in classes does not constitute any approval or authorization for admission to a graduate degree program at Iowa State University. Please refer to the official catalog for graduate study requirements and regulations.

General Requirements:

- Earned Master's Degree
- Certification as Principal and 3 years of experience as principal or equivalent
- Admission to ISU Graduate College
- 30 Edadm Units beyond Master's Degree (Minimum)
- Residence completed with EdAdm691 and EdAdm 605 taken simultaneously
- 3.5 Grade point in post-Master's courses
- Not more than six (6) external, post-Master's units accepted w/o Advisor approval
- 20 credits from ISU (minimum)

Comments:

Advisor Signature: _____ **Date:** _____

For More Information, Contact: Dr. Susan Garton, CAS Program Advisor, Educational Administration, N227 Lagomarcino Hall
Iowa State University, Ames, Iowa 50011 Phone (515) 294-7347 FAX (515) 294-4942

Iowa State University Educational Administration Program Faculty

Regular Faculty:

Program Coordinator

Dr. Donald G. Hackmann (EdD, University of Missouri), Associate Professor and Educational Administration

CAS Advisor

Dr. Susan Garton (Ph.D, University of Iowa), Clinical Assistant Professor

CAS Faculty

Dr. Walter H. Gmelch (Ph.D, University of California), Professor and Dean, College of Education

Dr. Thomas L. Alsbury (EdD, Washington State University), Assistant Professor

Dr. Joanne Marshall (Ph.D. Harvard University), Assistant Professor

Dr. James Scharff (PhD, Iowa State University), Clinical Assistant Professor

Dr. Janice D. Walker (PhD, Iowa State University), Clinical Assistant Professor

Adjunct Faculty

Mr. Ed Bittle, Esq. (JD, University of Michigan), Attorney, Ahlers, Cooney, Dorweiler, Haynie, Smith, Allbee, Des Moines, IA

Mr. Drew Bracken, Esq. (JD, University of Iowa), Attorney, Ahlers, Cooney, Dorweiler, Haynie, Smith, Allbee, Des Moines, IA

Dr. Veronica Stalker (PhD, Iowa State University), Superintendent, Waukee (IA) Community Schools

Dr. Thomas Narak (PhD, University of Nebraska at Lincoln), Superintendent, Indianola Public School District

Dr. David Wilkerson (PhD, Iowa State University), Associate Superintendent, Waukee (IA) Community Schools

Dr. Eric Witherspoon (PhD, Purdue University), Superintendent, Des Moines (IA) Public School District

CERTIFICATE OF ADVANCED STUDIES (CAS) PROGRAM
Iowa State University

Confidential Candidate Support Form – Immediate Supervisor

This form is confidential and should be mailed/faxed directly to ISU

_____ has applied for admission to the ISU program to pursue a Certificate of Advanced Studies in education with a specialization in educational administration. Program faculty are committed to recruiting, selecting, and preparing the best possible candidates for becoming educational leaders and scholars.

References from **an immediate supervisor, a colleague, and a person supervised by the candidate** are a vital part of the candidate selection process because only the most talented educators will be selected for participation in the program. Applicants considered for participation should demonstrate:

- superior teaching performance
- commitment to children and learning
- sound educational values
- intellectual curiosity
- strong achievement orientation
- effective interpersonal skills with children and adults
- effective written and oral communication skills
- high energy level
- effective problem solving skills
- willingness to take risks
- high level of involvement
- decisiveness
- good judgment
- integrity
- creativity
- initiative
- desire to conduct research
- mathematical competence

Your assistance is requested to help the selection team with assessing ten of the above characteristics or qualities as they relate to this applicant. The other characteristics will be assessed in other ways throughout the selection process. Please complete the information requested on the following pages to help support this applicant for consideration for the ISU CAS Program in education with a specialization in educational administration.

For each of the nine qualities or characteristics listed below, please read the possible responses and circle the response that best fits your perception of that quality or characteristic as it relates to this candidate.

Please use “Specific evidence” section after each item to give specific examples of the candidate’s actions or accomplishments which you considered in rating this candidate. Your comments will be a very important part of the rating

this candidate receives on this support form. Your responses and comments will be considered confidential. Thank you for your assistance.

1. **Superior teaching performance:** uses a variety of effective strategies to ensure all students not only achieve, but also enjoy learning.

4	3	2	1
Consistently helps all students be successful and feel good about themselves.	Usually helps all students succeed and usually makes learning fun.	Haphazardly attends to all students.	Presents material and expects students to “learn if they want to.”

Specific evidence:

2. **Commitment to children and learning:** child advocate; believes and acts upon belief all children can and **MUST** learn.

4	3	2	1
Always committed to students; expresses and acts upon belief ALL children can learn.	Usually committed to children and expresses belief MOST children can learn.	Usually committed to children, but expresses belief that ALL children CANNOT learn.	Lacks commitment to students.

Specific evidence:

3. **Effective interpersonal skills with children and adults:** perceives and is sensitive to needs, concerns and diversity of others; resolves conflicts; helps others to grow and contribute; listens.

4	3	2	1
Always recognizes individual differences; sensitive listener; helps others grow; works well with most people.	Usually sees individual differences; usually establishes positive working relationships.	Sometimes sensitive to individual differences; inconsistently establishes positive relationships.	Disliked by many children and adults.

Specific evidence:

4. **High Energy Level: functions efficiently in a role which is fast-paced and diverse and requires long hours.**

4	3	2	1
Consistently efficient and effective while working at a fast pace on several projects even with frequent interruptions.	Usually effective while working on several activities at a fast pace.	Sometime effective working on several projects at once.	Unable to work on projects simultaneously or with interruptions.

Specific evidence:

5. **Problem-solving skills: seeks relevant data; analyzes complex information; determines important elements; generates alternatives; assesses/projects consequences; and suggests solutions.**

4	3	2	1
Consistently demonstrates effective use of the problem-solving process.	Usually demonstrates effective use of the problem-solving process.	Sometime able to define a problem, inconsistently able to generate alternatives or project consequences.	Unable to recognize a problem situation.

Specific evidence:

6. **Judgment/decisiveness: reaches logical conclusions and produces high quality decisions; recognizes when a decision is necessary and acts quickly on important issues; uses good “common sense.”**

4	3	2	1
Consistently makes good decisions; demonstrates good judgment and “common sense.”	Frequently makes good decisions; demonstrates good judgment and “common sense.”	Usually makes good decisions, but is sometime illogical or demonstrates poor judgment.	Often makes poor decisions; seldom uses good “common sense.”

Specific evidence:

7. **Integrity**: adheres to professional code of values.

4	3	2	1
Readily shares values; demonstrates uncompromising adherence to professional code of values	Acceptably adheres to professional code of values.	Inconsistently adheres to professional code of values.	Lacks professional values.

Specific evidence:

8. **Creativity**: generates and recognizes innovative solutions in work-related situations; demonstrates originality by thinking and acting “outside the lines.”

4	3	2	1
Exceptionally creative; frequently suggests both innovative solutions and processes to develop situations.	Sometimes suggests innovative and creative processes to develop solutions.	Seldom suggests innovations but usually ready to act upon ideas expressed by others.	Frequently reluctant to consider non-traditional alternatives; seldom suggests innovations.

Specific evidence:

9. **Initiative**: self-starter; recognizes needs, suggests action, willing to take action.

4	3	2	1
Consistently recognizes needs and takes action; always dependable.	Dependable; seldom has to be asked to take action.	Sometimes needs encouragement or urging to act.	Willing to act only if given specific directions.

Specific evidence:

In the space below, please write a confidential statement about the applicant's potential for rigorous advanced graduate study and for success as a school district leader.

Signature

Print/Type Name

Date

Position

Address

City

State

Zip

Phone (Office)

Phone (Home)

*Please double-check this form, to ensure that you have provided a rating on each of the nine questions. **The completed form is confidential and should be mailed to ISU CAS Program in Educational Administration, c/o Judy Weiland, Record Analyst, N247 Lagomarcino Hall, Iowa State University, Ames, IA 50011. You also may fax the form to Judy Weiland at 515-294-4942. You may also email the document to Judy at jweiland@iastate.edu. Thank you for your assistance with this process.***

CERTIFICATE OF ADVANCED STUDIES (CAS) PROGRAM
Iowa State University

Confidential Candidate Support Form -- Colleague

This form is confidential and should be mailed/faxed directly to ISU

_____ has applied for admission to the ISU program to pursue a Certificate of Advanced Studies in education with a specialization in educational administration. Program faculty are committed to recruiting, selecting, and preparing the best possible candidates for becoming educational leaders and scholars.

References from **an immediate supervisor, a colleague, and a person supervised by the candidate** are a vital part of the candidate selection process because only the most talented educators will be selected for participation in the program. Applicants considered for participation should demonstrate:

- superior teaching performance
- commitment to children and learning
- sound educational values
- intellectual curiosity
- strong achievement orientation
- effective interpersonal skills with children and adults
- effective written and oral communication skills
- high energy level
- effective problem solving skills
- willingness to take risks
- high level of involvement
- decisiveness
- good judgment
- integrity
- creativity
- initiative
- desire to conduct research
- mathematical competence

Your assistance is requested to help the selection team with assessing ten of the above characteristics or qualities as they relate to this applicant. The other characteristics will be assessed in other ways throughout the selection process. Please complete the information requested on the following pages to help support this applicant for consideration for the ISU CAS Program in education with a specialization in educational administration.

For each of the nine qualities or characteristics listed below, please read the possible responses and circle the response that best fits your perception of that quality or characteristic as it relates to this candidate.

Please use "Specific evidence" section after each item to give specific examples of the candidate's actions or accomplishments which you considered in rating this candidate. Your comments will be a very important part of the rating this candidate receives on this support form. Your responses and comments will be considered confidential. Thank you for your assistance.

1. **Superior teaching performance:** uses a variety of effective strategies to ensure all students not only achieve, but also enjoy learning.

4	3	2	1
Consistently helps all students be successful and feel good about themselves.	Usually helps all students succeed and usually makes learning fun.	Haphazardly attends to all students.	Presents material and expects students to “learn if they want to.”

Specific evidence:

2. **Commitment to children and learning:** child advocate; believes and acts upon belief all children can and **MUST** learn.

4	3	2	1
Always committed to students; expresses and acts upon belief ALL children can learn.	Usually committed to children and expresses belief MOST children can learn.	Usually committed to children, but expresses belief that ALL children CANNOT learn.	Lacks commitment to students.

Specific evidence:

3. **Effective interpersonal skills with children and adults:** perceives and is sensitive to needs, concerns and diversity of others; resolves conflicts; helps others to grow and contribute; listens.

4	3	2	1
Always recognizes individual differences; sensitive listener; helps others grow; works well with most people.	Usually sees individual differences; usually establishes positive working relationships.	Sometimes sensitive to individual differences; inconsistently establishes positive relationships.	Disliked by many children and adults.

Specific evidence:

4. **High Energy Level: functions efficiently in a role which is fast-paced and diverse and requires long hours.**

4	3	2	1
Consistently efficient and effective while working at a fast pace on several projects even with frequent interruptions.	Usually effective while working on several activities at a fast pace.	Sometime effective working on several projects at once.	Unable to work on projects simultaneously or with interruptions.

Specific evidence:

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Specific evidence:

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Exceptionally creative; frequently suggests both innovative solutions and processes to develop situations.	Sometimes suggests innovative and creative processes to develop solutions.	Seldom suggests innovations but usually ready to act upon ideas expressed by others.	Frequently reluctant to consider non-traditional alternatives; seldom suggests innovations.

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Consistently recognizes needs and takes action; always dependable.	Dependable; seldom has to be asked to take action.	Sometimes needs encouragement or urging to act.	Willing to act only if given specific directions.

Specific evidence:

In the space below, please write a confidential statement about the applicant's potential for rigorous advanced graduate study and for success as a school district leader.

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Print/Type Name

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Position

Address

City

State

Zip

Phone (Office)

Phone (Home)

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CERTIFICATE OF ADVANCED STUDIES (CAS) PROGRAM
Iowa State University

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- initiative
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1. **Superior teaching performance: uses a variety of effective strategies to ensure all students not only achieve, but also enjoy learning.**

4	3	2	1
Consistently helps all students be successful and feel good about themselves.	Usually helps all students succeed and usually makes learning fun.	Haphazardly attends to all students.	Presents material and expects students to “learn if they want to.”

Specific evidence:

2. **Commitment to children and learning: child advocate; believes and acts upon belief all children can and MUST learn.**

4	3	2	1
Always committed to students; expresses and acts upon belief ALL children can learn.	Usually committed to children and expresses belief MOST children can learn.	Usually committed to children, but expresses belief that ALL children CANNOT learn.	Lacks commitment to students.

Specific evidence:

3. **Effective interpersonal skills with children and adults: perceives and is sensitive to needs, concerns and diversity of others; resolves conflicts; helps others to grow and contribute; listens.**

4	3	2	1
Always recognizes individual differences; sensitive listener; helps others grow; works well with most people.	Usually sees individual differences; usually establishes positive working relationships.	Sometimes sensitive to individual differences; inconsistently establishes positive relationships.	Disliked by many children and adults.

Specific evidence:

4. **High Energy Level: functions efficiently in a role which is fast-paced and diverse and requires long hours.**

4	3	2	1
Consistently efficient and effective while working at a fast pace on several projects even with frequent interruptions.	Usually effective while working on several activities at a fast pace.	Sometime effective working on several projects at once.	Unable to work on projects simultaneously or with interruptions.

Specific evidence:

5. **Problem-solving skills: seeks relevant data; analyzes complex information; determines important elements; generates alternatives; assesses/projects consequences; and suggests solutions.**

4	3	2	1
Consistently demonstrates effective use of the problem-solving process.	Usually demonstrates effective use of the problem-solving process.	Sometime able to define a problem, inconsistently able to generate alternatives or project consequences.	Unable to recognize a problem situation.

Specific evidence:

6. **Judgment/decisiveness: reaches logical conclusions and produces high quality decisions; recognizes when a decision is necessary and acts quickly on important issues; uses good “common sense.”**

4	3	2	1
Consistently makes good decisions; demonstrates good judgment and “common sense.”	Frequently makes good decisions; demonstrates good judgment and “common sense.”	Usually makes good decisions, but is sometime illogical or demonstrates poor judgment.	Often makes poor decisions; seldom uses good “common sense.”

Specific evidence:

7. **Integrity: adheres to professional code of values.**

4	3	2	1
Readily shares values; demonstrates uncompromising adherence to professional code of values	Acceptably adheres to professional code of values.	Inconsistently adheres to professional code of values.	Lacks professional values.

Specific evidence:

8. **Creativity: generates and recognizes innovative solutions in work-related situations; demonstrates originality by thinking and acting “outside the lines.”**

4	3	2	1
Exceptionally creative; frequently suggests both innovative solutions and processes to develop situations.	Sometimes suggests innovative and creative processes to develop solutions.	Seldom suggests innovations but usually ready to act upon ideas expressed by others.	Frequently reluctant to consider non-traditional alternatives; seldom suggests innovations.

Specific evidence:

9. **Initiative: self-starter; recognizes needs, suggests action, willing to take action.**

4	3	2	1
Consistently recognizes needs and takes action; always dependable.	Dependable; seldom has to be asked to take action.	Sometimes needs encouragement or urging to act.	Willing to act only if given specific directions.

Specific evidence:

In the space below, please write a confidential statement about the applicant's potential for rigorous advanced graduate study and for success as a school district leader.

Signature

Print/Type Name

Date

Position

Address

City

State

Zip

Phone (Office)

Phone (Home)

Please double-check this form, to ensure that you have provided a rating on each of the nine questions. The completed form is confidential and should be mailed to ISU CAS Program in Educational Administration, c/o Judy Weiland, Record Analyst, N247 Lagomarcino Hall, Iowa State University, Ames, IA 50011. You also may fax the form to Judy Weiland at 515-294-4942. You may also email the document to Judy at jweiland@iastate.edu. Thank you for your assistance with this process.