Executive Leadership Program

Applicant Admissions Criteria and Interview Information

May 2014

Given the complex and critical nature of district leadership-particularly in the position of superintendent, the Executive Leadership Program intends to admit educational leaders who have both demonstrated strong and effective educational leadership to date and leaders with the strong potential to lead a school district. (See the LEAD CT Superintendent Competency Framework for a summary of district leadership understandings and skills tied directly to State and national district leadership standards that are the learning objectives for the Executive Leadership Program.)

Each candidate for admission to the Executive Leadership Program will participate in a 30-45 minute interview to both review the information provided by the candidate in the application and to provide each candidate the opportunity to elaborate upon his/her qualifications for acceptance into the Program. All candidates will be notified of the acceptance decision on or before May 21, 2014.

1. **Criteria for acceptance include:** a Master’s degree and a minimum of 15 appropriately related graduate credits beyond Master’s, an established record of successful educational leadership experience, *demonstrated* ability to sustain positive professional relationships, *demonstrated* capacity to lead an organization, *demonstrated* ability to solve complex problems, positive professional references that address the potential for effective district level leadership, and a strong academic record. Ordinarily applicants have served successfully as the “lead” administrator for four (4) or more years in a position that requires the
Connecticut Intermediate Administrator Certificate (092), such as a principal or central office leader.

2. **A candidate’s application file must be complete prior to the interview. Application materials and interview responses will be reviewed and rated using the following criteria:**

   - Transcripts reflect academic aptitude for advanced graduate work.
   - Personal Statement reflects professional aspirations in line with ELP goals and a leadership pathway that aligns with the challenges of a district leadership position.
   - Two written recommendations attest to the candidate’s potential for successful performance as a district leader prepared to create the conditions for effective teaching, learning and leading at the district level.

3. **Interview Focus:**

   In order to attract and accept candidates most likely to build upon a strong record of achievement-oriented educational leadership with an experienced-based focus on the twin and complimentary goals of creating the conditions for high student achievement at scale and demonstrating understanding of and commitment to critical educational equity issues, interview questions and scenarios for analysis will focus on these specific areas.

   **Each candidate must bring to the interview session** one or more artifacts that provide evidence of how his or her leadership work has had a positive impact on important educational results or outcomes. Please make every effort to bring materials or reports for which you are the primary author or responsible agent.

   School or district improvement plans are one example of an acceptable artifact and if you decide to share one of these, please be certain that you include some type of data portrayal that reflects the impact of the improvement plan on results you believe are important and/or significant.

   Candidates will be asked to talk through their leadership in relation to the artifact shared at the interview.

Director, Executive Leadership Program
Department of Educational Leadership
Robert.villanova@uconn.edu