

Murray State University

Program Submission

Master of Arts in School Administration

Leading to Instructional Leadership: School Principal Levels 1 & 2

October 2010

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Executive Summary

The process of redesign presented many opportunities for reflection on past practices, discussions of current needs and the evaluation of our beliefs as a program faculty at Murray State University. It was determined that as a collaboratively-developed and data-informed program, the process of redesign is never truly over. The structure of field experience guidelines and course syllabi are grounded in the foundation of our national standards and state dimensions. The changing needs of our candidates and districts that emerge through collaboration with our partner districts serve to ‘put meat on the bones’ of the program.

The development of the Regional Partnership was truly collaborative and field-based. MSU partnered with Graves, Marshall, Carlisle, and Fulton Independent Schools in a ‘pilot’ cohort and Christian County Public Schools in a ‘transition’ cohort to test the admissions/selection procedures, mechanisms for co-design, co-delivery and ways of developing and monitoring field-experiences. The program advisory council of 12 administrators from this region served as a focus group for approaches and ideas that emerged from our pilot and transition work. Not everything that was tried worked as planned the first time, or at all. But all efforts informed the redesign and were invaluable.

There are several aspects of our submission that we believe present candidates with powerful learning experiences, and are highlighted below.

- *Selection Rubrics and Guidelines.* Co-selection requires structures and protocols within which expectations can be communicated and decisions made. Several revisions were required to accomplish this.
- *Field Experience Handbook.* It was determined that the introduction of more field experiences and mentors into the program necessitated better communication and organizational structures. This handbook provides that assistance.
- *Critical Success Factors.* A concern developed that overly prescriptive field experiences limited the program’s responsiveness to district and candidate needs, no matter how well-conceptualized the list of required experiences might be. This was addressed by prescribing approximately 40% of the hours and then allowing candidates to collaborate with mentors to develop the remaining hours using the Critical Success Factors as a guide. This individualized approach also creates flexibility to ensure diverse placements.
- *Assessment System.* The redesigned program assessment system is greatly expanded, providing several progress checks for candidate reflection and program feedback, as well as more and better data for the continuous improvement of our program.

At Murray State University, we are committed to the ‘ethical change agent’ orientation, and to providing students with the dispositions, knowledge and abilities required to act in this capacity. This is critical, as in the rapidly changing and high accountability environment of today’s schools, leaders must be grounded in ‘what is best for kids’ and have the capacity to lead accordingly. The proposed curriculum, field-experience approach and assessment system were developed with this in mind.

Murray State University - College of Education

Synopsis of Conceptual Framework

THEME

The ultimate goal of Murray State University's preparation programs is to educate individuals who will become Reflective Decision-Makers. The conceptualization of the educator as reflective decision-maker is at the heart of the western academic tradition. John Dewey and more recent educational leaders view reflection as a process of inquiry based on prior understanding where difficult and complex problems are resolved for an immediate purpose as well as generalized to principles in order to solve future problems. Therefore, the theme that provides a shared vision and guides our program in preparing individuals to work within the educational community is the:

Educator as Reflective Decision-Maker

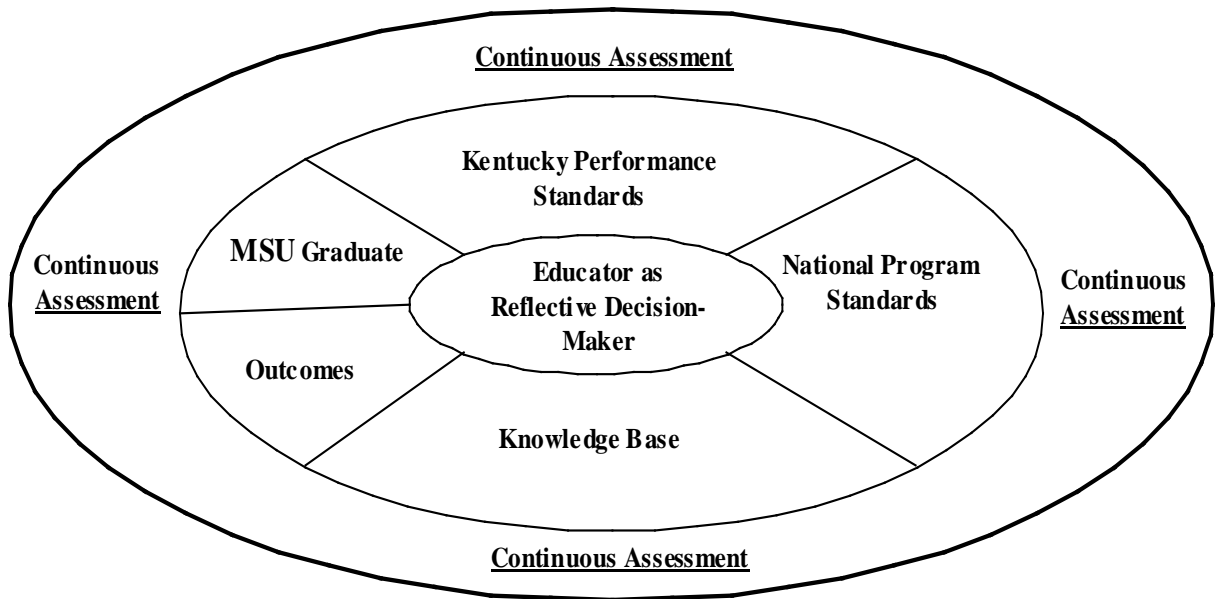
MISSION

We believe that all learners have the right to participate fully in a learning community that prepares them to be successful professionals in our diverse society. The philosophical concepts that ground this framework unite us as educational leaders and define our activities in preparing exemplary educators and human service providers who develop learners as full participants in a global community. Therefore, it is our mission:

The mission of the Unit is to build partnerships to provide leadership, service, and research at regional, state, and national levels and to create community to foster excellence in teachers and other education professionals to prepare them to make significant contributions in a diverse, global society.

AIM

Murray State candidates will demonstrate the characteristics of a Murray State graduate, the proficiencies delineated by the Kentucky Standards and the indicators articulated by the learned societies of their disciplines; thereby practicing as reflective decision-makers.



DISPOSITIONS

The following dispositions are the values, commitments, and professional ethics that Murray State University engenders in its **undergraduate candidates**.

- **Tolerant** – Considers new ideas, alternative possibilities, different perspectives, and people representing a variety of differences without prejudice or bigotry.
- **Responsible** – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
- **Enthusiastic** – Is eager and passionately interested in tasks that relate to beliefs about education.
- **Caring** – Demonstrates devotion, compassion, and regard for the welfare of others.
- **Confident** – Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
- **Ethical** – Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.

The Murray State University **graduate candidate** sustains the undergraduate dispositions, but with maturing expertise embraces the disposition of **leadership** defined as ‘ethical change agent’ to influence classrooms, schools, districts, communities and the global society.

OUTCOMES

The Kentucky Performance Standards and National Program Standards provide outcomes to continuously assess all certified programs and to prepare the Murray State University graduate to become a reflective decision-maker, ready to lead a successful, productive professional life.

SCHOOL LEADERS AS REFLECTIVE DECISION-MAKERS

The MSU School Administrator program develops the capacity of school leaders as ‘ethical change agents’ to reflect upon both personal and organizational practices. This orientation requires that candidates possess the dispositions, skills and abilities to lead organizational responses to both effective and ineffective or just and unjust organizational practices. These dispositions, skills and abilities include (1) student-centered orientation, (2) strategic planning and change facilitation skills, (3) ability to lead instruction and develop an instructional culture, and (4) capacity to connect to internal and external constituencies as an advocate.

PROGRAM DESIGN

Program/ Course Development Process

Practitioner input was foundational to the conceptualization of the overall program structure, as well as the critical elements of each course. This input was received at both the local and state levels. The statewide ‘leadership continuum’ meetings at various venues occurred concurrent with our local development processes. Some decisions, such as the use of ‘anchor assessments’ or ‘critical success factors’, originated in these more global collaborative settings.

With grant support from the Kentucky Department of Education, a pilot cohort was formed in 2007 with Graves County, Marshall County, Carlisle County and Fulton Independent School Districts to assist in the development of curricula and related processes. This pilot cohort was a prime opportunity to experiment with the process of co-design/ co-delivery, to explore the necessary scope of the curriculum to meet candidates’ needs for certification, and to determine the best approach to the development of high quality field experiences.

A co-selection process was developed that utilized a panel of district administrators and university faculty to screen applications and conduct interviews for the pilot. We learned some lessons concerning what to request in terms of application materials and what to expect from interviews. This initial co-selection experience was invaluable in establishing the rubrics.

Program faculty met extensively with school district and Kentucky Department of Education personnel during the Fall of 2007, and then prior to the start of each semester as the five semester sequence unfolded. The pilot process yielded several significant insights that shaped the scope of the program. For example, the ‘old’ program did not reflect a significant focus on diverse learners. Data from these districts indicated increasing diversity in every way and in our conversations it became apparent that changes were needed in the program to see that school leaders were culturally proficient, understood the diverse learning needs of gifted and special needs children, and generally understood developmentally appropriate instruction. This has manifest as *ADM 681 – Instructional Leadership for Diverse Learners*, and the associated practicum (*ADM 682*). Our candidates expressed concern regarding the application of management principles. This fueled the creation of a summer practicum experience in the pilot cohort to support observation and participation in school planning, inclusive of personnel, scheduling, and finance. Feedback from candidates regarding this aspect of the program was very positive and resulted in the sequencing of *ADM 631 - Organization and Operations of Schools* and the related practicum (*ADM 632*) in the summer semester.

Of course, the pilot cohort did not occur in isolation. Statewide collaboration between universities, the Kentucky Department of Education, practicing administrators, and related state agencies (i.e., KASA, OVEC, KEA) were foundational to program development. The six ‘anchor assessments’ were a tangible result of this collaboration and served to give focus to course experiences, and to establish some continuity across programs. These ‘anchors’ and the related ‘dimensions and functions’ were not finalized during the initial semesters of the pilot cohort, but became significant in our thinking about our courses and how we assessed our students as the pilot progressed.

Other lessons were learned from the pilot cohort. For example, for co-design and co-delivery to work, roles had to be clear and within the capacity/mission of each partner. As a University, we have a responsibility to be ever mindful of the professional standards (i.e., ISLLC, TSSA, SACS, NCATE) and related university policy.

Therefore, we structured our co-design within a framework of an approved syllabus, with heavy emphasis on field experiences that addressed candidate and district needs. The allowed the district to focus on the authenticity of field experiences and the extent that they met district needs, while still preserving the integrity of the major outcomes of the course. This also allowed each district some flexibility in experiences, as these were regional cohorts and experiences were not designed to serve a single district.

After the pilot cohort, we concluded that the best way to develop our new program was to continue to ‘learn by doing’. We approached another partner school district regarding emerging needs for school leaders. Christian County Public Schools agreed to partner with us to co-select a ‘transition’ cohort of Christian County candidates and to co-deliver the program within the context of the current approved program, but incorporating anchor assessments and field experiences as possible. Recruitment materials from Cohort 1 were refined for Cohort 2, as were the application materials and related assessment rubrics.

Cohort 2 began in the Fall of 2009 and will conclude in the Spring of 2011. Through this cohort, we are able to further refine our curriculum and supporting structures. A key development was the finalization of the Memorandum of Agreement. We had struggled with capturing the roles and responsibilities on paper in Cohort 1 because there was still uncertainty as to the resources required to provide sufficient support to candidates. Cohort 2 also provided us with the first chance to work through several of anchor assessments in a live environment. We began to see short-comings in the rubrics and have developed our own which will connect to our continuous assessment system. Our revised assessments are included online.

Additional collaboration in the development of this proposal has been received from our Advisory Council, which met on April 24, 2009. Our council is comprised of 12 members, representative of our service area school districts. The Council agreed with the addition of the diverse learner course and the additional practicum. They were also provided good insight into how the level 2 should be structured and connected to the remaining certification program. As an additional validation step in the development process, course syllabi and the course sequence were given to a 3rd party for evaluation. We were concerned that too often our stakeholders will hold back needed criticism out of respect or possibly lack of attention to detail. The results of this feedback validated many of the decisions that had been made.

Engagement of Outside Disciplines

We see several disciplines with which we can collaborate. As an initial step, we have engaged the Department of Organizational Communications in discussions regarding our curriculum. In our examination of the program syllabi, we have identified several themes where they can support us with materials and, in some cases, presentations and skill assessments. For example, conflict management is a key area in *ADM 671 - Strategic School Leadership*, and the Organizational Communications faculty recommended materials and will coordinate a presentation and follow-up assessment with our students. We believe that this relationship can further evolve and that multiple perspectives benefit our students. To facilitate the continued engagement of the program with the Department of Organizational Communications, we are looking at courses throughout the program. For example, we believe that they can assist us with topics related to communications with diversity in *ADM 681 – Instructional Leadership with Diverse Learners*. We see additional areas for collaboration with Organizational Communications, and some possibilities with Journalism/Mass Communications as well.

Memorandum of Agreement

Each district served by Murray State University through the *Regional Partnership for Principal Preparation* will have a Memorandum of Agreement on file which documents the roles and responsibilities of each party within the partnership. We anticipate a total of 23 MOAs once we have fully implemented the program. A copy of our MOA is included in Appendix A, and scanned copies of the MOAs signed to date are included in the submission. As we begin transitional cohorts or implement fully the redesigned program, we will continue to negotiate the MOAs. Primary discussion points have been (1) how mentors are managed and (2) the provision of release time for field experiences. We anticipate a total of 23 MOAs once we have fully implemented the program.

Candidate Co-selection

Murray State University assumes responsibility for developing materials for distribution to potential candidates and will make staff available to answer questions through centralized information sessions, individual communications, or both. School districts will assist in the identification of potential candidates and the distribution of materials. The recruitment process will begin a full semester in advance, and will occur twice yearly. Cohorts will be organized to start in the fall and spring semesters only.

Each school district participating in a given cohort (who has applicants) must have a representative in the co-selection process. The university and school district representative(s) will screen candidates in two phases: (1) Phase 1 is an application screening, and (2) Phase 2 is an interview. Each phase may occur with multiple districts at a central location, in individual districts, or in combination. It is the university's responsibility to determine which approach or combination of approaches best fits the situation. In each case, there will always be a representative from the school district of each respective applicant at the table for the screening and/or for the interviews.

The application and interview rubrics are designed to structure evaluative conversations of applicants. Professional judgment on the part of the committee within the rubric guidelines determines selection. The application and interview rubrics are dynamic tools that have evolved through several iterations of pilot projects where co-selection was used. Per 16 KAR 3:050, the rubrics must address three areas of applicant's skills and understanding: (1) Ability to improve student achievement, (2) Leadership, and (3) Advanced knowledge of curriculum, instruction and assessment. Categories were added to meet additional criteria viewed as important by program faculty, school district personnel, or both. These include proficiency in written/oral communication, a measure of academic potential and problem-solving ability. A description of all application materials is contained in the *Guide to Recruitment, Application and Selection Processes for Murray State University and Partner School Districts*. An electronic copy of this guide is available for your review on this website.

For the integrity of the program, it is important that the rubric categories remain consistent across cohorts and that changes occur through the continuous improvement process. Therefore, categories cannot be added or deleted from cohort to cohort. However, each school district may have context and expectations that guide decisions within each category. Part of the co-selection process is the discussion of what the stated criteria might 'look like' in practice. Ultimately, it is the judgment of the committee that determines selection. The rubrics guide the application of professional judgment but do not replace it.

Course Sequence

The *Instructional Leadership: School Principal – Level 1* certification is based upon a 30-hour Master of Arts in School Administration program. Exit from the program requires (1) verification of 250 hours of field-experience, (2) successful defense of a capstone project, and (3) a comprehensive examination. Per regulation, a letter of eligibility for *Instructional Leadership: School Principal* is issued after successful completion of the School Leader Licensure Assessment (SLLA) and the Kentucky Principal Test, in addition to the coursework. An additional six (6) hours are required for the *Instructional Leadership: School Principal – Level 2* program. Level 1 courses are taken as a cohort at a rate of six hours per semester in the order listed, except ADM 631 and ADM 632 are always in the summer semester. If a cohort begins in the spring semester, then ADM 611 and 612 are taken in the following fall. An excerpt from proposed *MSU Graduate Catalog* language is listed below. Level 2 courses are taken as needed by candidates and are not under the cohort umbrella. The advising sheet is attached in Appendix B.

<u>Total Course Requirements MA and Level 1 Certification</u>		<u>30</u>
ADM 601	School Leadership and Culture <input type="checkbox"/>	3
ADM 602	Socio-political Dimensions of School Leadership *	3
ADM 611	School-wide Instructional Leadership*	3
ADM 612	Development of School Personnel*	3
ADM 631	Organization & Operation of Schools	3
ADM 632	Practicum in the Organization & Operation of Schools*	3
ADM 671	Strategic Instructional Leadership*	3
ADM 672	Legal & Ethical Issues in Schools	3
ADM 681	Instructional Leadership for Diverse Learners	3
ADM 682	Practicum in Instructional Leadership for Diverse Learners*^	3

* Field Experience Required

^ Capstone project embedded

Exit Criteria

- Verification of 250 hours of approved field experience
- Successful Defense of Capstone Project
- Pass Comprehensive Exam

Certification Procedures

For certification as *Instructional Leadership – School Principal Level 1*, the candidate must show proof of earned Master's in Education Administration and passing scores of the following tests: (1) School Leader Licensure Assessment (#1494), and (2) the Kentucky Principal test.

Within five (5) years of the receipt of the Level 1 certificate, the program for Level 2 must be completed.

<u>Total Course Requirements for Level 2 Certification</u>		<u>6</u>
ADM 669	Seminar in School Administration	3
Advisor Approved Elective Based Upon Candidate Needs		3

Course Alignment to Standards

Course experiences align to the Interstate School Leader Licensure Consortium Standards (ISLLC), the Technology Standards for School Administrators (TSSA) and the Kentucky Dimensions and Functions (KDF). The tables that follow communicate the alignment of these standards to course curriculum, and also provide insight as to the field experiences that would be applicable to each class. A portion of field experiences each semester are assigned and a portion are designed within the framework of the Critical Success Factors. This strategy provides opportunities for the candidate and mentor to respond to current needs and the context of the district. The *MSU Regional Partnership Field Experience Handbook* assists the candidate and mentor in the development and reporting of field experiences and is available for your review on this website.

Alignment Matrix for Redesigned Program

Course / Description	Description of Field Experiences	Table of Standards and Indicators KDF: Kentucky Dimensions and Functions (Required by Regulation) ISLLC: Interstate School Leader Licensure Consortium Standards (Required by Regulation) TSSA: Technology Standards for School Administrators (Required by Regulation) CSF: Critical Success Factors (Not Required by Regulation)														
		a	b	c	d	e	f	g	h	i	National Standards		Field Experience Focus			
<p>ADM 601 – School Leadership and Culture</p> <p>This course examines school leader effectiveness from a variety of theoretical and standards-based perspectives, with the role of the school leader in the development of school culture emphasized.</p>	<p>Twenty-five hours of field-experiences are required, including the completion of Anchor Assessment 4 (Building Culture and Community). Field experiences will connect with Critical Success Factors 4 & 8 at the Observing/ Participating levels. Examples include teacher and parent focus groups, student shadowing, stakeholder surveys, equity audits and action plan development based upon culture audit development. Field experiences are structured and documented through the Field Experience Handbook.</p>	KDF 1.1										ISLLC I	X		Level	
		KDF 1.2											ISLLC II	X	CSF 1	
		KDF 2.1											ISLLC III	X	CSF 2	
		KDF 2.2											ISLLC IV	X	CSF 3	
		KDF 3.1											ISLLC V	X	CSF 4	Obs., Part.
		KDF 3.2											ISLLC VI	X	CSF 5	
		KDF 3.3	X	X	X	X									CSF 6	
		KDF 3.4	X	X	X	X							TSSA I	X	CSF 7	
		KDF 4.1	X	X	X	X	X	X	X	X			TSSA II	X	CSF 8	Obs., Part.
		KDF 4.2	X	X	X	X							TSSA III	X	CSF 9	
		KDF 4.3	X	X	X	X							TSSA IV	X	CSF 10	
		KDF 5.1	X	X	X	X							TSSA V	X	CSF 11	
		KDF 5.2	X	X	X								TSSA VI	X	CSF 12	
		KDF 5.3													CSF 13	
		KDF 5.4														
		KDF 6.1				X		X		X						
		KDF 6.2														
		KDF 6.3	X	X												

Course / Description	Description of Field Experiences	Table of Standards and Indicators																
		KDF: Kentucky Dimensions and Functions (Required by Regulation) ISLLC: Interstate School Leader Licensure Consortium Standards (Required by Regulation) TSSA: Technology Standards for School Administrators (Required by Regulation) CSF: Critical Success Factors (Not Required by Regulation)																
ADM 602 – Sociopolitical Dimensions of School Leadership This course provides students with an understanding of the formal and informal socio-political structure within a school-community, as well as strategies for communicating with community stakeholders. A school problem is identified and investigated through collaborative processes.	Twenty-five hours of field-experience are required, inclusive of the completion of Anchor Assessment 6 (Community Problem Solving Activity). Field experience hours will address Critical Success Factors 6, 7, 12 and 13 at the Observing/Participating, levels. Examples include the evaluation of existing and development of new communications, critique a parent-teacher conference, an analysis of parent involvement, identification of key school/business partnerships, observation of a principal presenting a school improvement plan.		a	b	c	d	e	f	g	h	i	National Standards		Field Experience Focus				
		KDF 1.1												ISLLC I	X			
		KDF 1.2												ISLLC II	X	CSF 1		
		KDF 2.1												ISLLC III		CSF 2		
		KDF 2.2	X	X					X					ISLLC IV	X	CSF 3		
		KDF 3.1												ISLLC V	X	CSF 4		
		KDF 3.2												ISLLC VI	X	CSF 5		
		KDF 3.3														CSF 6	Obs., Part.	
		KDF 3.4												TSSA I		CSF 7	Obs., Part.	
		KDF 4.1		X	X	X	X	X	X	X	X	X		TSSA II		CSF 8		
		KDF 4.2	X	X										TSSA III	X	CSF 9		
		KDF 4.3	X	X	X									TSSA IV	X	CSF 10		
		KDF 5.1		X		X								TSSA V		CSF 11		
		KDF 5.2		X										TSSA VI	X	CSF 12	Obs., Part.	
		KDF 5.3	X	X												CSF 13	Obs., Part.	
		KDF 5.4	X															
		KDF 6.1	X	X	X	X	X	X	X	X	X	X	X					
		KDF 6.2	X	X	X	X												
		KDF 6.3	X	X														

Course / Description	Description of Field Experiences	Table of Standards and Indicators											National Standards		Field Experience Focus		
		KDF: Kentucky Dimensions and Functions (Required by Regulation) ISLLC: Interstate School Leader Licensure Consortium Standards (Required by Regulation) TSSA: Technology Standards for School Administrators (Required by Regulation) CSF: Critical Success Factors (Not Required by Regulation)															
			a	b	c	d	e	f	g	h	i						
ADM 611 – School-wide Instructional Leadership This course is a study of the supervisory functions dealing with curriculum and program evaluation. In addition, analysis and techniques for bringing about program and curricular change resulting in student achievement gains will be addressed.	Twenty-five hours of field experience, including Anchor Assessment 1 must be completed. Field experience hours should address Critical Success Factors 1, 2, 3, and 5 and can include activities at the observing, participating and leading levels. These can include instructional rounds, protocols, curriculum reviews, development of learning checks and other activities central to the collaborative and data-based oversight of the instructional program.	KDF 1.1	X	X	X	X	X						ISLLC I	X			
		KDF 1.2	X	X	X	X								ISLLC II	X	CSF 1	Obs., Part.
		KDF 2.1	X	X	X	X								ISLLC III	X	CSF 2	Obs., Part.
		KDF 2.2	X	X	X	X	X	X						ISLLC IV		CSF 3	Obs., Part.
		KDF 3.1												ISLLC V	X	CSF 4	
		KDF 3.2	X	X	X	X	X							ISLLC VI	X	CSF 5	Obs., Part.
		KDF 3.3	X	X	X	X										CSF 6	
		KDF 3.4	X	X	X	X								TSSA I	X	CSF 7	
		KDF 4.1	X	X	X	X				X				TSSA II	X	CSF 8	
		KDF 4.2	X	X	X	X								TSSA III	X	CSF 9	
		KDF 4.3	X	X	X	X								TSSA IV		CSF 10	
		KDF 5.1			X	X								TSSA V	X	CSF 11	
		KDF 5.2	X	X	X									TSSA VI		CSF 12	
		KDF 5.3	X	X												CSF 13	
		KDF 5.4	X														
		KDF 6.1															
		KDF 6.2		X	X												
		KDF 6.3															

Course / Description	Description of Field Experiences	Table of Standards and Indicators											National Standards		Field Experience Focus	
		a	b	c	d	e	f	g	h	i	ISLLC I		CSF	Obs., Part.		
<p>ADM 612 – Development of School Personnel</p> <p>This course focuses candidates on research and best practices related to formal induction, mentoring, professional development and the evaluation of staff. Skills related to the evaluation of staff are modeled. Models of instructional leadership and faculty supervision are explored. Approaches to instructional coaching are modeled and evaluated.</p>	<p>Twenty-five hours of field experience, including Anchor Assessment 3 must be completed. Field experience hours should address Critical Success Factors 3, 9 and 13 at the observing or participating levels. These can include peer observations, instructional coaching, evaluation of professional development, student interviews, participation in on-line professional development and other activities related to the evaluation of instruction and the development staff to improve instruction.</p>	KDF 1.1										ISLLC I				
		KDF 1.2											ISLLC II	X	CSF 1	
		KDF 2.1											ISLLC III	X	CSF 2	
		KDF 2.2											ISLLC IV		CSF 3	Obs., Part.
		KDF 3.1	X	X	X	X							ISLLC V	X	CSF 4	
		KDF 3.2	X	X	X	X	X						ISLLC VI	X	CSF 5	
		KDF 3.3	X	X	X	X									CSF 6	
		KDF 3.4	X	X	X	X							TSSA I		CSF 7	
		KDF 4.1	X										TSSA II	X	CSF 8	
		KDF 4.2											TSSA III	X	CSF 9	Obs., Part.
		KDF 4.3	X	X	X								TSSA IV		CSF 10	
		KDF 5.1											TSSA V		CSF 11	
		KDF 5.2											TSSA VI		CSF 12	
		KDF 5.3													CSF 13	Obs., Part.
		KDF 5.4	X													
		KDF 6.1														
		KDF 6.2														
		KDF 6.3														

Course / Description	Description of Field Experiences	Table of Standards and Indicators KDF: Kentucky Dimensions and Functions (Required by Regulation) ISLLC: Interstate School Leader Licensure Consortium Standards (Required by Regulation) TSSA: Technology Standards for School Administrators (Required by Regulation) CSF: Critical Success Factors (Not Required by Regulation)																
ADM 631 – Organization and Operation of Schools This course will develop knowledge in the allocation of resources and structuring of the organization to improve student learning within the context of best practices and related Kentucky statute and regulation. The principal’s role as related to site-based council policies and processes is emphasized.	This course is taken concurrent with ADM 632 <i>Practicum in the Organization and Operation of Schools</i> . Field experiences are embedded in the practicum.		a	b	c	d	e	f	g	h	i	National Standards		Field Experience Focus				
		KDF 1.1													ISLLC I	X		
		KDF 1.2				X									ISLLC II	X	CSF 1	
		KDF 2.1			X										ISLLC III	X	CSF 2	
		KDF 2.2	X			X	X	X							ISLLC IV	X	CSF 3	
		KDF 3.1			X	X									ISLLC V	X	CSF 4	
		KDF 3.2													ISLLC VI	X	CSF 5	
		KDF 3.3	X	X													CSF 6	
		KDF 3.4													TSSA I	X	CSF 7	
		KDF 4.1	X												TSSA II	X	CSF 8	
		KDF 4.2	X	X		X									TSSA III	X	CSF 9	
		KDF 4.3			X	X									TSSA IV	X	CSF 10	
		KDF 5.1	X	X	X	X									TSSA V	X	CSF 11	
		KDF 5.2	X	X	X										TSSA VI	X	CSF 12	
		KDF 5.3	X	X													CSF 13	
		KDF 5.4	X															
		KDF 6.1			X													
		KDF 6.2	X	X	X	X												
		KDF 6.3	X	X														

Course / Description	Description of Field Experiences	Table of Standards and Indicators KDF: Kentucky Dimensions and Functions (Required by Regulation) ISLLC: Interstate School Leader Licensure Consortium Standards (Required by Regulation) TSSA: Technology Standards for School Administrators (Required by Regulation) CSF: Critical Success Factors (Not Required by Regulation)															
<p>ADM 632 – Practicum in the Organization and Operation of Schools This course will develop competencies and skills in the allocation of resources and structuring of organizations to improve student learning within the context of best practices and related Kentucky statute and regulation. The principal’s role as related to the site-based council policies and procedures is emphasized.</p>	<p>Fifty hours of field experiences must be completed, inclusive of required assignments. Field experience hours should encompass Critical Success Factors 10 and 11 can include activities at the observing, participating or leading levels. These may include activities such as analysis of the master schedule, evaluation of technology plans, leading grant writing, evaluation of student support systems, and participation in the hiring process.</p>		a	b	c	d	e	f	g	h	i	National Standards		Field Experience Focus			
		KDF 1.1												ISLLC I	X		
		KDF 1.2				X								ISLLC II	X	CSF 1	
		KDF 2.1			X									ISLLC III	X	CSF 2	
		KDF 2.2	X			X	X	X						ISLLC IV	X	CSF 3	
		KDF 3.1			X	X								ISLLC V	X	CSF 4	
		KDF 3.2												ISLLC VI	X	CSF 5	
		KDF 3.3	X	X												CSF 6	
		KDF 3.4												TSSA I	X	CSF 7	
		KDF 4.1	X											TSSA II	X	CSF 8	
		KDF 4.2	X	X		X								TSSA III	X	CSF 9	
		KDF 4.3			X	X								TSSA IV	X	CSF 10	Obs., Part., Lead
		KDF 5.1	X	X	X	X								TSSA V	X	CSF 11	Obs., Part., Lead
		KDF 5.2	X	X	X									TSSA VI	X	CSF 12	
		KDF 5.3	X	X												CSF 13	
		KDF 5.4	X														
		KDF 6.1			X								X				
KDF 6.2	X	X	X	X													
KDF 6.3	X	X															

Course / Description	Description of Field Experiences	Table of Standards and Indicators KDF: Kentucky Dimensions and Functions (Required by Regulation) ISLLC: Interstate School Leader Licensure Consortium Standards (Required by Regulation) TSSA: Technology Standards for School Administrators (Required by Regulation) CSF: Critical Success Factors (Not Required by Regulation)															
ADM 671 – Strategic School Leadership This course prepares school leaders to engage stakeholders in strategic dialogue regarding the vision and mission of the organization, the allocation of resources and decision-making authority.	Students will complete 50 hours of instructor-approved field experiences that address Critical Success Factors 1, 5, 6, 7, 8, 10, 11, 12 at the Leading level, inclusive of Anchor Assessment 5. Most CSFs are met through the Anchor Assessment which culminates in a school improvement plan or strategic plan. Other activities could include the development of a school/business partnership, a grant submission, and the development of a school website.		a	b	c	d	e	f	g	h	i	National Standards		Field Experience Focus			
		KDF 1.1											ISLLC I	X			
		KDF 1.2												ISLLC II	X	CSF 1	Lead
		KDF 2.1												ISLLC III	X	CSF 2	
		KDF 2.2	X	X	X	X	X							ISLLC IV	X	CSF 3	
		KDF 3.1												ISLLC V	X	CSF 4	
		KDF 3.2												ISLLC VI	X	CSF 5	Lead
		KDF 3.3	X	X	X	X										CSF 6	Lead
		KDF 3.4												TSSA I	X	CSF 7	Lead
		KDF 4.1	X	X	X	X	X	X	X	X	X			TSSA II	X	CSF 8	Lead
		KDF 4.2	X	X	X	X								TSSA III	X	CSF 9	
		KDF 4.3	X	X	X	X								TSSA IV	X	CSF 10	Lead
		KDF 5.1	X	X	X	X								TSSA V	X	CSF 11	Lead
		KDF 5.2	X	X	X									TSSA VI	X	CSF 12	Lead
		KDF 5.3	X	X												CSF 13	
		KDF 5.4	X														
		KDF 6.1	X	X	X	X	X	X	X	X	X	X					
KDF 6.2	X	X	X	X													
KDF 6.3	X	X															

Course / Description	Description of Field Experiences	Table of Standards and Indicators KDF: Kentucky Dimensions and Functions (Required by Regulation) ISLLC: Interstate School Leader Licensure Consortium Standards (Required by Regulation) TSSA: Technology Standards for School Administrators (Required by Regulation) CSF: Critical Success Factors (Not Required by Regulation)														
ADM 672 –Legal and Ethical Issues in Schools This course addresses critical aspects of the legal system as related to school issues. Ethical dimensions of the role of the principal are explored.	There are no field experiences requirements embedded in ADM 672.		a	b	c	d	e	f	g	h	i	National Standards		Field Experience Focus		
		KDF 1.1											ISLLC I			
		KDF 1.2											ISLLC II		CSF 1	
		KDF 2.1											ISLLC III	X	CSF 2	
		KDF 2.2											ISLLC IV		CSF 3	
		KDF 3.1				X							ISLLC V	X	CSF 4	
		KDF 3.2											ISLLC VI	X	CSF 5	
		KDF 3.3		X											CSF 6	
		KDF 3.4											TSSA I		CSF 7	
		KDF 4.1											TSSA II		CSF 8	
		KDF 4.2											TSSA III	X	CSF 9	
		KDF 4.3		X	X	X	X						TSSA IV	X	CSF 10	
		KDF 5.1											TSSA V		CSF 11	
		KDF 5.2											TSSA VI	X	CSF 12	
		KDF 5.3		X	X										CSF 13	
		KDF 5.4		X												
		KDF 6.1														
KDF 6.2																
KDF 6.3																

Course / Description	Description of Field Experiences	Table of Standards and Indicators KDF: Kentucky Dimensions and Functions (Required by Regulation) ISLLC: Interstate School Leader Licensure Consortium Standards (Required by Regulation) TSSA: Technology Standards for School Administrators (Required by Regulation) CSF: Critical Success Factors (Not Required by Regulation)															
ADM 681 – Instructional Leadership for Diverse Learners This course addresses issues surrounding the needs of students and families from diverse backgrounds and of diverse abilities. Culturally proficient leadership practices, and understanding of developmentally appropriate instructional practices, and school organization as related to students with disabilities and gifted/talented students is addressed.	ADM 682, Practicum in Instructional Leadership for Diverse Learners is taken concurrent with ADM 681.		a	b	c	d	e	f	g	h	i	National Standards		Field Experience Focus			
		KDF 1.1					X						ISLLC I				
		KDF 1.2	X	X	X	X								ISLLC II	X	CSF 1	
		KDF 2.1												ISLLC III	X	CSF 2	
		KDF 2.2						X						ISLLC IV	X	CSF 3	
		KDF 3.1												ISLLC V	X	CSF 4	
		KDF 3.2												ISLLC VI	X	CSF 5	
		KDF 3.3														CSF 6	
		KDF 3.4												TSSA I		CSF 7	
		KDF 4.1	X									X		TSSA II	X	CSF 8	
		KDF 4.2												TSSA III	X	CSF 9	
		KDF 4.3	X	X	X	X								TSSA IV	X	CSF 10	
		KDF 5.1			X	X								TSSA V	X	CSF 11	
		KDF 5.2	X	X	X									TSSA VI	X	CSF 12	
		KDF 5.3	X	X												CSF 13	
KDF 5.4	X																
KDF 6.1				X		X		X									
KDF 6.2																	
KDF 6.3	X	X															

Course / Description	Description of Field Experiences	Table of Standards and Indicators KDF: Kentucky Dimensions and Functions (Required by Regulation) ISLLC: Interstate School Leader Licensure Consortium Standards (Required by Regulation) TSSA: Technology Standards for School Administrators (Required by Regulation) CSF: Critical Success Factors (Not Required by Regulation)															
<p>ADM 682 – Practicum in Instructional Leadership for Diverse Learners</p> <p>This course is taken concurrently with ADM 681 and provides students with opportunities to implement and evaluate interventions for diverse learners, as well as to foster cultural proficiency with the staff.</p>	<p>Fifty-hours of field experience is required, inclusive of Anchor Assessment 2 which serves as a Capstone project for the degree. Field experiences relate to Critical Success Factors 1, 2, 3, 4, 5, 9 and 13 at the leading level. Most activities will be within the context of the Capstone, including leading interviews of students regarding engagement, surveys of teachers regarding expectations, classroom mapping, analysis of RtI data and other activities to assess the effectiveness of instruction as related to diverse populations and cultural proficiency, generally.</p>		a	b	c	d	e	f	g	h	i	National Standards		Field Experience Focus			
		KDF 1.1					X						ISLLC I				
		KDF 1.2	X	X	X	X								ISLLC II	X	CSF 1	Leading
		KDF 2.1												ISLLC III	X	CSF 2	Leading
		KDF 2.2							X					ISLLC IV	X	CSF 3	Leading
		KDF 3.1												ISLLC V	X	CSF 4	Leading
		KDF 3.2												ISLLC VI	X	CSF 5	Leading
		KDF 3.3														CSF 6	
		KDF 3.4												TSSA I		CSF 7	
		KDF 4.1	X									X		TSSA II	X	CSF 8	
		KDF 4.2												TSSA III	X	CSF 9	Leading
		KDF 4.3	X	X	X	X								TSSA IV	X	CSF 10	
		KDF 5.1			X	X								TSSA V	X	CSF 11	
		KDF 5.2	X	X	X									TSSA VI	X	CSF 12	
		KDF 5.3	X	X												CSF 13	Leading
KDF 5.4	X																
KDF 6.1				X			X		X								
KDF 6.2																	
KDF 6.3	X	X															

Plan for High Quality Field Experiences

Field experiences are embedded in each course and total 250 hours. It is through the field experiences that the candidate, the school district and the university can leverage deep learning, as well as impact the skill level of candidates. Candidates are provided with a field experience handbook that articulates expectations of field experiences each semester. Field experiences should progress from the Observing/Participating levels to the Leading level as they progress through the program. Candidates submit a proposal for field experiences by the third week of the semester to the district and university for approval. At the end of the semester, candidates compile field experience hours along with reflections regarding experiences.

The Critical Success Factors (SREB, 2001) are used to provide a focus for field experiences each semester and to offer a framework within which candidates may experience a balance of experiences across the program. Each syllabus articulates the specific subset of Critical Success Factors which should be the focus of that set of field experiences. The Critical Success Factors are sequenced so that each is addressed early in the program at the Observing/Participating level, and then later in the program at the Leading level. Some candidates enter the program at the Leading level in some areas, and this approach allows the school district and university faculty to keep this in consideration. Table 1 summarizes the Critical Success Factors, and indicates where they are addressed in the curriculum and at what engagement level.

Table 1. Critical Success Factors as Field Experience Guide

Critical Success Factor	Embedded Course and Target Levels
1. Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.	Observing/ Participating: ADM 611 Leading: ADM 671, ADM 682
2. Set high expectations for all students to learn high-level content.	Observing/ Participating: ADM 611 Leading: ADM 682
3. Recognize and encourage implementation of good instructional practices that motivate and increase student achievement.	Observing/ Participating: ADM 611, ADM 612 Leading: ADM 682
4. Create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.	Observing/ Participating: ADM 601 Leading: ADM 682
5. Use data to initiate and continue improvement in school and classroom practices and student achievement.	Observing/ Participating: ADM 611 Leading: ADM 671, ADM 682
6. Keep everyone informed and focused on student achievement.	Observing/ Participating: ADM 602 Leading: ADM 671
7. Make parents partners in their student's education and create a structure for parent and educator collaboration.	Observing/ Participating: ADM 602 Leading: ADM 671
8. Understand the change process and have the leadership and facilitation skills to manage it effectively.	Observing/ Participating: ADM 601 Leading: ADM 671
9. Understand how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.	Observing/ Participating: ADM 612, Leading: ADM 682
10. Organize and use time in innovative ways to meet the goals and objectives of school improvement.	Observing/ Participating: ADM 632 Leading: ADM 671
11. Acquire and use resources wisely.	Observing/ Participating: ADM 632 Leading: ADM 671
12. Obtain support from the central office and from community and parent leaders for the school improvement agenda.	Observing/ Participating: ADM 602 Leading: ADM 671
13. Continuously learn and seek out colleagues who keep them abreast of new research and proven practices.	Observing/ Participating: ADM 612 Leading: ADM 682

A portion of the field hours are specified by the instructor as part of an anchor assessment to ensure that a skill is addressed. We believe that by structuring the collaboration to require dialogue around the Critical Success Factors, that ‘sterile’ or ‘routinized’ field experience scenarios can be avoided. For example, a static list of field-experiences which candidates must work-through as with a checklist is counter to co-design. Our experience is that candidates can over-concentrate in a single aspect of the role of the principal and receive unbalanced experiences. Moreover, the larger issue of diverse student populations and school environments is very contextual and best addressed on the individual level. We establish a standard of 70/30 in terms of school level experiences (elementary to secondary or visa versa), and require students to document diversity in terms of the NCATE definition with 30% of the hours in diverse settings. The field experience handbook provides structure for planning and then reporting data. Table 2 articulates the field experience requirements in each class.

Table 2. Summary of Field-Experience Requirements by Course

Course	Field Experience Description
ADM 601 School Leadership and Culture	Twenty-five hours of field-experiences are required, including the completion of Anchor Assessment 4 (Building Culture and Community). Field experiences will connect with Critical Success Factors 4 & 8 at the Observing/ Participating levels. Examples include teacher and parent focus groups, student shadowing, stakeholder surveys, equity audits and action plan development based upon culture audit development. Field experiences are structured and documented through the Field Experience Handbook.
ADM 602 – Socio-political Dimensions of School Leadership	Twenty-five hours of field-experience are required, inclusive of the completion of Anchor Assessment 6 (Community Problem Solving Activity). Field experience hours will address Critical Success Factors 6, 7, 12 and 13 at the Observing/Participating, levels. Examples include the evaluation of existing and development of new communications, critique a parent-teacher conference, an analysis of parent involvement, identification of key school/business partnerships, observation of a principal presenting a school improvement plan.
ADM 611 – School-wide Instructional Leadership	Twenty-five hours of field experience, including Anchor Assessment 1 must be completed. Field experience hours should address Critical Success Factors 1, 2, 3, and 5 and can include activities at the observing, participating and leading levels. These can include instructional rounds, protocols, curriculum reviews, development of learning checks and other activities central to the collaborative and data-based oversight of the instructional program.
ADM 612 – Development of School Personnel	Twenty-five hours of field experience, including Anchor Assessment 3 must be completed. Field experience hours should address Critical Success Factors 3, 9 and 13 at the observing or participating levels. These can include peer observations, instructional coaching, evaluation of professional development, student interviews , participation in on-line professional development and other activities related to the evaluation of instruction and the development staff to improve instruction.
ADM 631 – Organization and Operation of Schools	This course is taken concurrent with ADM 632 <i>Practicum in the Organization and Operation of Schools</i> . Field experiences are embedded in the practicum.
ADM 632 – Practicum in the Organization and Operation of Schools	Fifty hours of field experiences must be completed, inclusive of required assignments. Field experience hours should encompass Critical Success Factors 10 and 11 can include activities at the observing, participating or leading levels. These may include activities such as analysis of the master schedule, evaluation of technology plans, leading grant writing, evaluation of student support systems, and participation in the hiring process.
ADM 671 – Strategic School Leadership	Students will complete 50 hours of instructor-approved field experiences that address Critical Success Factors 1, 5, 6, 7, 8, 10, 11, 12 at the Leading level, inclusive of Anchor Assessment 5. Most CSFs are met through the Anchor Assessment which culminates in a school improvement plan or strategic plan. Other activities could include the development of a school/business partnership, a grant submission, and the development of a school website.
ADM 672 – Legal and Ethical Issue in Schools	There are no field experiences requirements embedded in ADM 672.
ADM 681 – Instructional	ADM 682, Practicum in Instructional Leadership for Diverse Learners is taken concurrent with ADM 681.

Leadership for Diverse Learners	
ADM 682 – Practicum in the Instructional Leadership of Diverse Learners	Fifty-hours of field experience is required, inclusive of Anchor Assessment 2 which serves as a Capstone project for the degree. Field experiences relate to Critical Success Factors 1, 2, 3, 4, 5, 9 and 13 at the leading level. Most activities will be within the context of the Capstone, including leading interviews of students regarding engagement, surveys of teachers regarding expectations, classroom mapping, analysis of RTI data and other activities to assess the effectiveness of instruction as related to diverse populations and cultural proficiency, generally.

Assessment

The assessment of candidates is continuous through the program, with assessment results collected through the *LiveText* system. Course-embedded assessments are aligned to the *Dimensions and Functions for School Leaders*, the *Interstate School Leader Licensure Consortium Standards* and the *Technology Standards for School Administrators*. Candidate self-assessments based upon the ISLLC and TSSA standards are completed each semester, and mentor and/or faculty assessment occurring at the midpoint and end of program. The capstone project is defended during the last semester and a comprehensive exam is completed. Results from the School Leader Licensure Assessment and Kentucky Principal Test are incorporated into the program assessment. Rubrics for the Anchor Assessments and the Capstone are available for your review online.

Table 3. Summary of Program Assessments

Name of Assessment	Type of Form of Assessment	When Administered
Building Culture and Community	Course-embedded	Semester 1 - ADM 601
Community Problem-solving	Course-embedded	Semester 1 - ADM 602
Field Experience Demographic Data Collected	Survey	End of Semester 1
ISLLC Self-assessment and Reflection	Survey with Reflection	End of Semester 1
Leading Teaching and Learning	Course-embedded	Semester 2 – ADM 611
Securing and Developing Staff	Course-embedded	Semester 2 – ADM 612
Field Experience Demographic Data Collected	Survey	End of Semester 2
ISLLC Self-assessment and Reflection	Survey with Reflection	End of Semester 2
Practicum Portfolio	Portfolio of Completed Tasks	Semester 3 – ADM 632
Mid-point ISLLC Assessment and Professional Growth Conference	Survey with face to face mentor and/or professor dialogue	Semester 3 – ADM 632
Field Experience Demographic Data Collected	Survey	End of Semester 3
Creating Organizational Structures and Operations	Course-embedded	Semester 4 – ADM 671
Professional Growth Plan Follow-up	Course-embedded	Semester 4 – ADM 672
Field Experience Demographic Data Collected	Survey	End of Semester 4
ISLLC Self-assessment and Reflection	Survey with Reflection	End of Semester 4
Capstone Project: Assessment of Instructional Program/ Monitoring Student Performance for Diverse Learners	Course-embedded	Semester 5 – ADM 682
Final ISLLC Assessment and Professional Growth Conference	Survey with face to face mentor and/or professor dialogue	Semester 5 – ADM 682
Field Experience Demographic Data Collected	Survey	End of Semester 5
Comprehensive Exam & Field Experience Verification	Exit Assessments	End of Program
Kentucky Principal Test	Certification Exam	End of Program (Certification Only)
School Leader Licensure Assessment	Certification Exam	End of Program (Certification Only)

Program Faculty

Our teaching faculty offer students a diversity of perspectives based upon a blend of faculty expertise and scholarship. Faculty served as administrators and bring perspectives from schools and universities in Kentucky, Indiana, Illinois and Tennessee that compliment the program. Fulltime and part-time faculty are given teaching assignments that capitalize upon their expertise and that best serve the needs of the program. Tables 4 and 5 summarize the characteristics of MSU School Administration Faculty and their probable program assignments.

Table 4. Fulltime Program Faculty

Name, Rank	Highest Degree, Field & University	Relevant Experience in PK-12 Settings	Selected Scholarship / Recognition	Assignment
Robert Lyons, Associate Professor & Chair	EdD, Leadership & Policy Studies, The University of Memphis	Assistant Principal, Marshall County High School (1996-2000); Classroom Teacher, Henderson County High School (1991-1996)	<p>Lyons, R. & Barnett, D. (in press). Scholastic audits and school improvement: Exploring the variance point concept. <i>International Journal of Leadership & Education Policy</i>.</p> <p>Lyons, R. (2004, March). Measuring the gap: The state of equity in student achievement in Kentucky. <i>Educational Research Quarterly</i>, 27(3), 10-21.</p> <p>Lyons, R. (2004, August 5). The influence of socioeconomic factors on Kentucky's public school accountability system: Does poverty impact school effectiveness? <i>Education Policy Analysis Archives</i>, 12(37). Available at http://asu.edu/epaa/v12n37/</p> <p>Lyons, R. P., & Barnett, D. (2008, October). <i>Intersections of success in Kentucky secondary schools</i>. Poster presentation at the Annual Conference of the Mid-South Regional Educational Research Association, November 5-7, Knoxville, TN.</p> <p>Lyons, R., Harrison, K., Baker, D., & Scott, T. (2008, July). <i>Turning up the heat on principal preparation in Kentucky</i>. Presentation at the 39th Annual Conference of the Kentucky Association of School Administrators, Louisville, KY.</p>	<p>Department Chair and Program Coordinator responsible for candidate recruitment, instructor assignments, student advising, and the continuous assessment of the program.</p> <p>ADM 601: School Leadership & Culture; ADM 631: Organization & Operation of Schools; ADM 632: Practicum in the Organization & Operation of Schools; ADM 692: Practicum in Instructional Leadership for Diverse Learners</p> <p>ADM 669: Seminar in School Administration</p>

<p>Jack Rose, Professor</p>	<p>EdD, Education Administration, Indiana University</p>	<p>Superintendent, Calloway County Schools, 1976 to 1997; Director of Schools, Maury County (TN) School District, 1997-1998 Dean, College of Education, Murray State University, 1998-2003</p>	<p>15th Annual Safe Schools-Successful Students Conference, “<i>Texting to the Extreme: Sexting</i>” (with Karen McCuiston), Louisville, KY, 2009</p> <p>Kentucky School Leader-A publication of the Kentucky Association of School Administrators, “<i>The Kentucky Safety Educators Endorsement: Emphasizing School Safety in Education Settings</i>”, 2007</p> <p>Kentucky Association of Teacher Educators Annual Conference, “<i>Cyber Safety-Navigating and School Safety Resources</i>” (with Karen McCuiston), Georgetown, KY 2007</p> <p>Kentucky Association of Teacher Educators Annual Conference, “<i>Endorsements at Murray State University, College of Education</i>”, (with Karen McCuiston) Georgetown, KY, 2006</p> <p>Hawaii International Conference on Education, “<i>Recruitment and Retention of Special Educators the Alternative Way</i>”, Honolulu, Hawaii, 2004</p> <p>Southern Association of Colleges of Schools Annual Conference, “<i>Kentucky’s 2+2 Teacher Preparation Partnership</i>”, Nashville, TN 2003</p> <p>15th Japan-United States Teacher Education Consortium Seminar, “<i>Building a Bridge: The establishment of a collaborative relationship between Murray State University and Tomaya University</i>”, Los Angeles, California, 2003</p>	<p>Director of The Ky Center for School Safety (postsecondary): Coordinates KCSS activities as related to post-secondary institutions.</p> <p>ADM 602: Socio-political Dimensions of School Leadership</p> <p>ADM 669: Seminar in School Administration</p> <p>ADM 677: Crisis Management in Schools</p> <p>ADM 739: The School Superintendency</p> <p>ADM 749: School District Administration</p> <p>ADM 759: Strategic Planning</p> <p>ADM 779: The Superintendent Practicum</p>
<p>Gerald Novak, Assistant Professor</p>	<p>EdD, Educational Administration, Loyola University of Chicago</p>	<p>Superintendent, Union County Schools, 2002-2008; Superintendent, Northern Community Schools of Tipton County (IN), 1995-2002; Superintendent, City of Whiting (IN), 1980-1995; Ass’t Superintendent, Crown Point Community Schools (IN), (1977-1980) ;</p>	<p>Novak, G. & Lyons, R. (2009). <i>An evaluation of a university academy for new principals</i>. Presentation at the 2009 meeting of the National Council of Professors of Education Administration, San Antonio, TX.</p>	<p>ADM 611: School-wide Instructional Leadership</p> <p>ADM 612: Development of School Personnel</p> <p>ADM 631: Organization & Operation of Schools;</p> <p>ADM 632: Practicum in the Organization & Operation of Schools;</p> <p>ADM 671: Strategic School Leadership</p> <p>ADM 672: Legal and Ethical Issues in Schools</p>

		Principal, Taft Junior High School (IN), 1976-1977; Ass't Principal, Crown Point High School (IN), 1973-1976)		
Meg Crittenden, Assistant Professor	EdD, Education Administration, Vanderbilt University	Ass't Superintendent of Instruction, Allen County Schools, 2005 to 2010; Director of Elementary Programs and Public Relations, Bowling Green Independent, 1996-2005; Principal, TC Cherry Elementary School, 1994-1996; Ass't Principal Warren East Middle School, 1989-1994	Kentucky Association of Educational Supervisors: Past President, current institute planning board member.	ADM 611: School-wide Instructional Leadership ADM 612: Development of School Personnel ADM 631: Organization & Operation of Schools; ADM 632: Practicum in the Organization & Operation of Schools; ADM 671: Strategic School Leadership ADM 681: Instructional Leadership for Diverse Learners ADM 682: Practicum in Instructional Leadership for Diverse Learners

Table 5. Part-time Program Faculty

Name	Credentials	Relevant Experience in PK-12 Settings; Scholarship	Assignment
Larry Allen	EdD, Education Administration, University of Tennessee	Kentucky Leadership Academy Coach, 1998-present; KDE Division of Management Assistance, 1998-2002; Superintendent, Jessamine County Schools, 1991-1998; Superintendent, Paducah Independent Schools, 1983-1991; Superintendent, Caldwell County Schools, 1978-1983	ADM 601: School Leadership and Culture; ADM 602: Socio-political Dimensions of School Leadership; ADM 631: Organization & Operations of Schools; ADM 632: Practicum in the Organization and Operation of Schools
Rachel Yarbrough	EdD, Education Administration, Oakland City University	Superintendent, Crittenden County Schools (2008-Present); Assistant Superintendent, Webster County Schools (1999 to 2008); Principal, Sebree Elementary, 1996-1999	Teaching Role in the Program: ADM 601: School Leadership and Culture; ADM 602: Socio-political Dimensions of School Leadership; ADM 671: Strategic School Leadership; ADM 672: Legal and Ethical Issues in Schools
Tom Shelton	EdD, Education Administration, University of Louisville	Superintendent, Daviess County Public Schools, 2007 to present; Ass't Superintendent, Daviess County Public Schools, 2005-2007	Teaching Role in the Program: ADM 669: Seminar in School Administration ADM 739: The Superintendency ADM 749: School District Administration ADM 759: Strategic Leadership ADM 779: Superintendent Practicum
Josephine Orange	EdD, Education Administration, University of Kentucky	Director of Pupil Personnel, Logan County Schools	ADM 667: Pupil Personnel Accounting
Keith Omer	EdD, Education Administration	Director of Pupil Personnel, Union County Schools	ADM 667: Pupil Personnel Accounting ADM 669: Seminar in School Administration
Janice Farley	EdD, Education Administration; College of William & Mary	Hampton Virginia, Alternative School Ass't Principal	ADM 670: Topics in Educational Technology ADM 675: Introduction to Alternative Settings

Appendix A: Memorandum of Agreement (Sample)

Memorandum of Agreement

Regional Partnership for Principal Preparation

School District: _(type in here)_____

Pursuant to 16 KAR 3:050, the preparation of school leaders shall be accomplished through a partnership between school districts and universities. This partnership will include candidate co-selection, program co-delivery and curriculum co-design. The purpose of this MOA is to articulate the critical aspects of this arrangement between school districts and Murray State University.

I. Program Delivery

1. Coursework toward the Master of Arts in Education Administration and related certifications will be delivered through selective cohorts.
2. Cohorts will be organized regionally around the Murray State University Regional facilities.
3. Murray State University will rotate the cohorts around the service area to provide the best possible access.
4. As practical, the expertise of school district personnel will be used to support course objectives. This can occur in a variety of ways, including mentorships, in-class presentations, or adjunct teaching (as appropriate).

II. Admission Prerequisites and Materials

Applicant's prerequisite qualifications (from 16 KAR 3:050)

1. An earned master's degree
2. A valid Kentucky teaching certificate
3. Three (3) years of teaching experience in an accredited public or nonpublic school

Materials for Submission

4. Written statement that documents the candidate's skills and understandings related to his/her ability to improve student achievement, and exhibit both leadership and an advanced knowledge of curriculum, instruction, and assessment
5. GRE with 800 (V+Q) as target
6. Two letters of recommendation/rating forms from school administrators
7. Signed agreement from the superintendent pledging support for the applicant if he/she is selected for the cohort.

III. Admission Process

1. Each local district will assign an administrator to assist the University in the screening of applicants that meet the prerequisite qualifications.
2. The screening committee will review the application screening rubric and the interview rubric and discuss expectations and criteria prior to starting the screening process.
3. All applicants who meet the prerequisite qualifications will have their applications screened by local district and university personnel using agreed upon rubrics that factor in all elements of the application. No single measure (i.e., the GRE) will disqualify the applicant.
4. Based upon the application screening, applicants will be identified for an interview with a committee comprised of local district representatives and Murray State University faculty.

5. The interview will be scored using an agreed upon rubric.
6. If selected, the applicant will complete a Murray State University Graduate Application and begin the official university admission process.
7. If an applicant is disqualified at any stage of the screening process, he/she will be notified by the University.

IV. Curriculum Development Process

1. Prior to each semester, course syllabi and related field experiences will be reviewed by local district designees and Murray State University faculty to coordinate co-delivery efforts, maximize field experiences and identify opportunities to enhance the preparation for candidates to meet local district needs.
2. As appropriate, candidates will have opportunity to practice authentic P-12 principal leadership activities. This will include observing, participating and leading.
3. Course curriculum will address the Interstate School Leader Licensure Standards (ISLLC), the Technology Standards for School Administrators (TSSA) and the Kentucky Dimensions and Functions (KDF). Program elements will conform to relevant accrediting agency standards.
4. Field experience development will be guided by the Critical Success Factors developed by the Southern Region Education Board.
5. Candidates' assessments will be designed to demonstrate the Kentucky Dimensions and Functions (KDF), and also the ISLCC standards as articulated by the Educational Leadership Licensure Consortium (ELCC).
6. Course activities and field experiences will expose a candidate to diverse student populations and school environments
7. At the end of Level 1 preparation, a capstone project will be defended before a program faculty and practicing school administrator's panel. A comprehensive content exam will also be administered.

District and University Responsibilities

1. Districts:

- a) School districts will identify a contact person to assist in the co-selection of candidates, co-design of curriculum and the identification of human resources for co-delivery.
- b) School districts will assist in the development of a mentoring system for the candidates. Mentoring and coaching can take many forms (e.g. on-line discussions, Kentucky Learning Academy, co-op sponsored task-alike meetings, district-based book studies, professional learning communities) and will vary based on the needs of the candidate and resources available in the district.
- c) Selected assessment activities and the capstone project will require input from the school district perspective. The district will assist in identifying the appropriate persons to give this feedback.
- d) Candidates' will have access to appropriate school and district information/data, and will be provided a continuum of opportunities (observing, participating, leading) to be involved in school district leadership activities. The district will allow release time as appropriate for involvement in these activities of at least three days per school year.

2. Universities:

- a) Murray State University will initiate efforts to recruit cohorts in a manner to meet the needs of the entire service region systematically, within the guidelines of University Policy and Procedure.
- b) Program faculty will initiate the co-design and co-delivery of the program with school district personnel. This includes course design details, field experience development, and coordination of human resources. Program faculty will ensure that all curriculum and instructional processes conform to Accreditation standards.
- c) Program faculty will maintain the integrity of approved course syllabi and will ensure alignment with relevant state and national standards.
- d) Program faculty will assist in the development of a mentor system for the candidates.
- e) Program faculty will maintain candidate assessment data and will coordinate the defense of the capstone project and the comprehensive exam.

XXXXXXXXXXXXXXXX, Superintendent, XXXXXXXXXXXXXXXX Schools

Date

Renee Campoy, Interim Dean, MSU College of Education

Date

Appendix B: Program Advising Sheet

**Murray State University
2012-2014 Graduate Bulletin**

**Program Sequence and Continuous Assessment in Educational Leadership
Master of Arts in Education: Education Administration (30 Credit hours) Revised 9/10**

Candidate Name:	M#:
Candidate Signature:	Advisor Signature:
TC-1 for Rank _____ Date _____	Level 1 _____ Date _____
Comprehensive Final Date _____ Signature:	Level 2 _____ Date _____ SLLA Score _____ KYPT Score _____

Admission

			Date Completed/Verified
a.	Meets Application Requirements		
b.	Completes Co-Selection Interview		

MA and Level 1 Certification (30 hours)

		Grade	Semester
ADM 601	School Leadership and Culture*		
ADM 602	Socio-political Dimensions of School Leadership*		
ADM 611	School-wide Instructional Leadership*		
ADM 612	Development of school Personnel*		
ADM 631	Organization and Operation of Schools		
ADM 632	Practicum in the Organization & Operation of Schools*		
ADM 671	Strategic Instructional Leadership*		
ADM 672	Legal & Ethical Issues in Schools		
ADM 681	Instructional Leadership for Diverse Learners		
ADM 682	Practicum in Instructional Leadership for Diverse Learners*^		

Exit Criteria

	Description	Date Completed/Verified
a.	Verification of 250 hours of approved field experience	
b.	Successful Defense of Capstone Project	
c.	Pass Comprehensive Exam	

Level 2 Certification (6 hours)

		Professor	Grade	Semester
ADM 669	Seminar in School Administration (3hrs)			
Elective	Advisor approved elective based upon candidate needs			

*Field research project required

^ Capstone project embedded

Effective Date: 8/2011

Color: Green

THIS FORM SUPERSEDES ALL OTHERS WITH REFERENCE TO CERTIFICATION

Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.kyepsb.net for current requirements or contact Ms. Rice at 502-564-4606 or 888-598-7667.