

**Superintendent Program Submission for Murray State University****Proposed Program Implementation: August 15, 2014;****Revised for Re-Accreditation Review: June 5, 2015****Submitted by: Robert Lyons (270-809-3807 or [rlyons@murraystate.edu](mailto:rlyons@murraystate.edu))****Table of Contents**

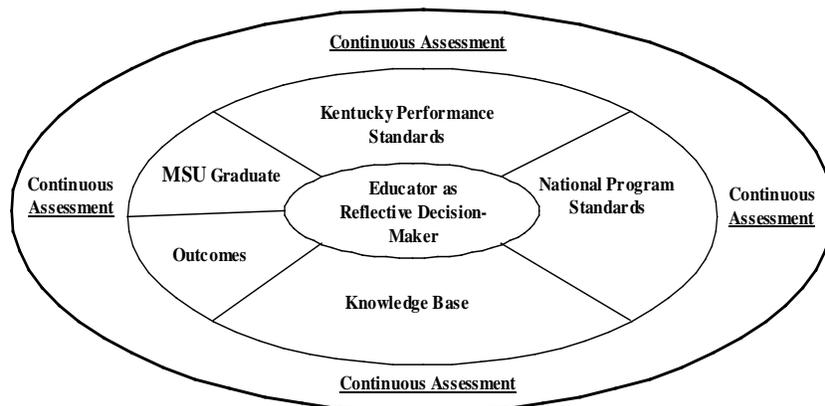
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## Murray State University - College of Education and Human Services Synopsis of Conceptual Framework

### 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 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.

## PREREQUISITES FOR ADMISSION

On February 27, 2014 the MSU Academic Council approved the catalog language below with regard to the Superintendent's program. The language aligns to the requirements of the redesign in terms of prerequisites.

### **ENDORSEMENT: Instructional Leadership-School Superintendent**

Requirements for Admission. Applicants should apply to the MSU Graduate School and obtain a Departmental Application to the program from [www.murraystate.edu/elc](http://www.murraystate.edu/elc)

#### **Admission Requirements**

Pursuant to 16 KAR 3:010, applicants must submit the following:

- a) a valid Kentucky Professional Certificate;
- b) evidence of a minimum of three (3) years of teaching experience at time of application;
- c) evidence of at least two (2) years of experience in a position of school principal, supervisor of instruction, guidance counselor, director of pupil personnel, director of special education, school business administrator, local district coordinator of vocational education, or a coordinator, administrator, or supervisor of district-wide services. Other administrative experience may be substituted for this requirement with the approval of the Education Professional Standards Board.
- d) An admission portfolio that includes a written statement from a supervisor or education agency representative attesting to the skills and evidence of the applicant's suitability in the following areas:
  1. The ability to improve student achievement;
  2. Knowledge of school laws related to school finance, school operations, and personnel matters;
  3. The ability to implement curriculum, instruction, and assessment;
  4. A commitment to ongoing professional growth;
  5. Effective communication skills; and
  6. The ability to build relationships, foster teamwork, and develop networks; and
- e) Proof the applicant has completed a master's degree program.

#### **Total Course Requirements.....12 hours**

ADM 739 Roles & Responsibilities of the School Superintendent  
 ADM 749 School District Management  
 ADM 759 Instructional Planning in Education  
 ADM 779 The Superintendency Capstone

#### **Exit Requirements**

- a) Successful defense of the Capstone Project
- b) Verification of all field experience and mentor hours

An addendum to the superintendent letter of recommendation is included in Appendix A.

The alternative certification procedure is described in Appendix E.

## PROGRAM DESIGN

The program was designed based upon the Next Generation Superintendent Standards and was aligned with ISLLC, TSSA, CCR and 21<sup>st</sup> Century skills. This curriculum was developed by program faculty and validated by current and former superintendents who assisted in ensuring that multiple, diverse and seasonal field experiences were incorporated. Table 1 summarizes the qualifications of the development team.

**Table 1. Description of Program Development Team**

<b>Name</b>	<b>Role</b>	<b>Qualifications</b>
Robert Lyons, Doctor of Education, The University of Memphis	Program Faculty	10 years k-12 experience; 14 years as Administrative educator; Current Chair of Educational Studies, Leadership & Counseling; 14 years experience with NCATE and SACS accreditation processes, as well as experience with EPSB redesign processes.
Jack Rose, Doctor of Education, Indiana University	Program Faculty/ Former Superintendent	40+ years of education experience; 20 years as superintendent; 2 years in the Kentucky Department of education; 6 years in higher education;
Larry Allen, Doctor of Education, University of Tennessee	Program Faculty/ Former Superintendent	40+ years of overall education experience; xx years as a Kentucky Superintendent; xx years with the Kentucky Department of Education; XX years teaching in higher education
Tommy Pharis, Doctor of Education, Valdosta State University	Program Faculty/ Former Superintendent	30+ years of overall education experience; 5 years as a Georgia Superintendent; 2 years in higher education
Rachel Yarbrough, Doctor of Education, Oakland University	Program Faculty/ Current Superintendent	20+ years of overall education experience; 5 years as a Kentucky Superintendent; Current Superintendent for Webster County Schools

Table 2 is a matrix, which communicates the alignment of the course content with national standards (ISLLC, TSSA), the Superintendent Leadership Plan (SLP), 21<sup>st</sup> Century Skills, College and Career Readiness. A narrative is provided for each course that describes the general nature of the field experiences relative to the stated criteria. A more specific description of required field experiences is provided in Table 3. Appendix B contains even more detailed information through the course syllabi.

This program is primarily campus based while using online programming as needed and where practical. Much of the work for ADM 779 will be online, while the other three courses will be conducted on the Murray State University main campus or on regional campuses. Based on the availability of GoToMeeting, there will be significant use of internet connections with students. As the Kentucky Department of Education ramps up the availability of GoToMeeting to district employees, this avenue will be explored in depth.

Table 2. Course Content and Field-Experience Narrative Regarding with Standards and Skill Areas

Course	ISLLC/ TSSA	Supt Leadship Plan (SLP)	Narrative describing field experiences with emphasis on criteria (multiple, diverse, authentic and seasonal)
<p><b>ADM 739 The Roles &amp; Responsibilities of the School Superintendent</b></p> <p><b>Course Description:</b> The role of the school district superintendent is analyzed with reference to job responsibilities of the position, and knowledge, skill, and dispositions necessary to serve successfully in the position.</p>	<p><b>ISLLC</b> 1, 2, 3, 4, 5, 6; <b>TSSA</b> 1, 2, 3, 4, 5, 6</p>	<p><b>SLP</b> 1, 2, 3, 4, 5, 6, 7</p>	<p>As the initial course in the certification sequence, the field experiences in ADM 739 are designed to provide an overview of the role of the superintendent from <u>diverse and authentic</u> perspectives. Interviews are conducted with community members and school leaders. The role is also examined from a policy and a board relations perspective. One of the experiences provides the candidate the opportunity to examine a superintendent’s calendar for one month. This activity opens the door to the <u>seasonality</u> discussion of various aspects of the superintendent’s role. Candidates will log hours and will propose additional field experiences to meet the 25 hours required.</p> <p><b>21<sup>st</sup> Century Skills:</b> critical thinking and problem solving, communication and collaboration, initiative and self-direction, social and cross-cultural skills, leadership and responsibility</p> <p><b>College and Career Readiness:</b> Data Collection and Use, New Accountability Model</p>
<p><b>ADM 749 School District Management</b></p> <p><b>Course Description:</b> This course focuses on school system operations including financial management and policy, administration of auxiliary services, human resources planning and management, federal and state programs, facilities planning and management, school safety and governance support.</p>	<p><b>ISLLC</b> 1, 2, 3, 6; <b>TSSA</b> 1, 3, 4, 5, 6</p>	<p><b>SLP</b> 1, 2, 3, 4, 5, 7</p>	<p>The course focuses on the operational systems of a school district within the framework of calendar ‘<u>seasons</u>’ of the school year. Finance and personnel systems are of particular focus with the field experiences. Field experiences will be <u>multiple, diverse and authentic</u> and will include interviews, but also simulations using district data. Critical statutes and regulations will be examined. Student products will be authentic in nature (eg, presentations to constituents, planning calendar). Candidates will log hours and will propose additional field experiences to meet the 25 hours required. The capstone project development will be ongoing.</p> <p><b>21<sup>st</sup> Century Skills:</b> flexibility and adaptability, critical thinking and problem solving, communication and collaboration, initiative and self-direction, productivity and accountability, leadership and responsibility</p> <p><b>College and Career Readiness:</b> Data Collection and Use, Targeted Intervention</p>
<p><b>ADM 759 Instructional Planning in Education</b></p> <p><b>Course Description:</b> An examination of planning processes used by leaders to direct educational change and instructional improvement.</p>	<p><b>ISLLC</b> 1, 2, 3, 4, 5, 6 <b>TSSA</b> 1, 2, 3, 4, 5, 6</p>	<p><b>SLP</b> 1, 2, 3, 4, 5, 6, 7</p>	<p>The development and implementation of district-level instructional systems is the focus of the class. Candidates will complete <u>multiple, diverse and authentic</u> field experiences such as the examination of the RtI model, curriculum mapping and the district technology plan as related to teaching and learning. The impact of school board and community engagement on student learning will be examined through interviews in successful districts. Candidates will log hours and will propose additional field experiences to meet the 25 hours required. The capstone project development will be ongoing.</p> <p><b>21<sup>st</sup> Century Skills:</b> flexibility and adaptability, critical thinking and problem solving, communication and collaboration, initiative and self-direction, social and cross-</p>

			cultural skills, productivity and accountability, leadership and responsibility  <b>College and Career Readiness:</b> Collection and Use of Data, Course and Assessment Alignment, Targeted Interventions, Career Readiness Pathways, Acceleration, Academic & Career Advising
<b>ADM 779 The Superintendency Capstone</b>  <b>Course Description:</b> The roles and responsibilities of the school district superintendent are explored with emphasis on change and instructional improvement. This is the capstone course.	<b>ISLLC 1,</b> 2, 3, 4, 5, 6 <b>TSSA 1,</b> 2, 3, 4, 5, 6	<b>SLP 1,</b> 2, 3, 6	Candidates will apply research-based change principles to develop an instructional improvement plan based upon school data. The project must conform to the change model and should be implemented as completely as possible. Candidates will log hours to ensure the 175 clock hour requirement is met.  <b>21st Century Skills:</b> flexibility and adaptability, critical thinking and problem solving, communication and collaboration, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility  <b>College and Career Readiness:</b> Data Collection, Course and Assessment Alignment, New Accountability Model, targeted Interventions, Pathways for Student Success

### PROGRAM CURRICULUM

1. The Superintendent Leadership Plan informed the development of the program curriculum. The required curriculum elements were embedded directly into courses: (1) **roles and responsibilities of district leadership** (ADM 739); (2) **management** (ADM 749); (3) **instructional planning for student learning** (ADM 759); and (4) **systems for change** (ADM 779). The first three courses (ADM 739, 749, 759) stand alone, while ADM 779 is designed as the true capstone to the program. Candidates will be introduced to the capstone in each class and will work toward the capstone concurrent with each class, culminating in the final semester. Candidates may take ADM 779 concurrent with one of the other courses. The capstone project and field experiences are central to the program. These authentic and diverse experiences provide the impetus for reflection and professional growth for candidates. Table 3 represents the alignment of the field experiences and program standards.

**Table 3. Field Experience to Standards Alignment for Selected Experiences**

Course	Field Experience Description	Standards
ADM 739	Interview a school leader in your district you know and/or with whom you work about his/her leadership style/styles. Based on your observations with this person, determine the extent to which each person's view of his/her style is consistent with your observations of this person in action.	ISLLC 5; TSSA 3; SLP 1, 2, 3, 6
ADM 739	Interview a superintendent and board chair. Determine the strategies employed by the central office personnel to inform, educate and involve the board to assure everyone is on the same page in promoting student learning at all levels. Write a reflection addressing your learning.	ISLLC 1, 4, 6; TSSA 1, 2, 3; SLP 1, 2, 6
ADM 739	Review one month of the calendar of a superintendent. Document the time requirements for items on the calendar. Describe what changes, if any, these time commitments will require for your leadership and/or managerial style(s). Write a reflection addressing your learning.	ISLLC 3; TSSA 3; SLP 5
ADM 739	Identify and interview five community leaders. The interviews will focus on the superintendent's capacity building role. Interview questions will be developed in class. Write a reflection addressing your learning.	ISLLC 1, 2, 4; TSSA 1, 2, 3, 5 SLP 3, 4, 6
ADM 749	The student will prepare a presentation showing how Kentucky finances its public schools and the financing of the local school district for a local service club luncheon presentation. Extra points will be given upon validation that this presentation was made to a service club. The presentation will connect needs with proposed expenditures.	ISLLC 3, 6; TSSA 4; SLP 5, 7
ADM 749	The student will conduct at least one interview with school district personnel responsible for the following auxiliary services and then offer a proposal of one to three improvements needed in each area. (Food Service, Transportation, Student Personnel Services, Student Health Services)	ISLLC 3; TSSA 4 SLP 5
ADM 749	If the district LPC is in process, the student will volunteer to serve on the LPC. At the conclusion of the class, the student will report the work of the LPC. If the LPC is not in process, the student will review the findings of the LPC and connect the recommendations to student learning.	ISLLC 3, 6; TSSA 4 SLP 5
ADM 749	Students will work with the Center for School Safety to conduct a school site safety audit of a school building.	ISLLC 3; TSSA 4 SLP 5
ADM 749	The student will prepare an integrated planning calendar for the year for all school district operations.	ISLLC 3; TSSA 4 SLP 5
ADM 759	Students will identify a high performing district as defined by consistently high scores on state assessments over the past five assessment cycles. For the identified district, students will interview all current and past board members who served during five-year period and who are available to explore the relationship between board member expectations, superintendent evaluations and student performance.	ISLLC 1, 2, 4, 6; TSSA 1, 2, 6 SLP 1, 2, 3, 4, 5, 6, 7
ADM 759	Students will plan and implement a community engagement project. With instructor and mentor approval, students will identify an area of instruction needing improvement and develop a plan to engage community members in identifying possible solutions.	ISLLC 1, 4, 6; TSSA 1, 3 SLP 1, 7
ADM 759	Students will conduct a study of alignment of the adopted curriculum. Students will identify a high school, a middle school that is a feeder school to the high school and an elementary school that is a feeder school to the middle school. Using the content area of math, students will map the curriculum for K-12 implementation. Students will write a reflection for this activity.	ISLLC 1, 2, 3, 4, 5, 6; TSSA 1, 2, 3, 4, 5 SLP 1, 2, 3, 6, 7
ADM 759	Using the RTI model, students will chart interventions available at each grade level K-12 in a school district and make recommendations for improvement. Students will make a fifteen minute presentation to the class on their findings. Students will write a reflection for this activity.	ISLLC 1, 2, 3, 4, 5, 6; TSSA 1, 2, 3, 4, 5 SLP 1, 2, 3, 6, 7
ADM 759	Students will interview a district technology coordinator to determine the appropriate technologies that facilitate productivity and enhance learning, expectations for the use of technology and its relationship to enhanced learning and teaching, and budget priorities focused on technology and its relationship to enhanced learning and teaching. Interview questions will be developed in class.	ISLLC 1,2,3,4,6; TSSA 3, 4 SLP 5
ADM 779	Curriculum Articulation. Students will select one content area to track the articulation from kindergarten through grade 12. It is expected there will be a seamless progression through the content from grade level to grade level and through transitions. If gaps are found, suggestions for correction are to be given.	ISLLC 1,2,4,5 TSSA 1,5 SLP 1,2,6
ADM 779	<b>Capstone project.</b> Using student performance data from their school district, students will design an improvement plan using the Kotter change model as the organizer. It is preferred that selected	ISLLC 1,2,3,4,5,6; TSSA 1,2,3,4,5,6

	projects have as broad a grade level span as possible. Students must have the approval of the instructor and mentor to proceed. Capstone projects must include the use of student assessment data, evidence of collaboration with district staff, a plan for professional development, evidence of alignment with adopted curriculum, measurable goals (benchmarks) and a system to determine the degree to which goals were met.	SLP 1,2,3,4,5,6,7
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### Role of the Mentor with Field Experiences

Mentors will serve three roles: (1) to facilitate access to information and opportunities for technical skill development, (2) to model the ‘identity transformation’ of a superintendent for the candidate, and (3) to evaluate the candidate’s growth and development.

**Technical Skill Development.** This aspect of the role of the mentor is the most prevalent and will be driven by the cyclical, seasonal responsibilities of the superintendency. Candidate’s field experiences should reflect an orientation to these cycles. Examples of areas that the mentor should direct the candidate toward are listed below in Table 4.

**Table 4. Examples of Field Experience Focus Areas by Season**

Summer Tasks	Fall Tasks	Spring Tasks
<ul style="list-style-type: none"> <li>• Fill vacant positions</li> <li>• Oversee Building Renovations</li> <li>• Staff Induction Activities               <ul style="list-style-type: none"> <li>○ District Vision, Mission and Beliefs</li> </ul> </li> <li>• Staff Retreat               <ul style="list-style-type: none"> <li>○ District Vision, Mission and Beliefs</li> <li>○ Update New Initiatives</li> <li>○ PLC Building</li> <li>○ Organize School Year</li> </ul> </li> <li>• Finalize State Reports               <ul style="list-style-type: none"> <li>○ Attendance</li> <li>○ Transportation</li> <li>○ Budget</li> </ul> </li> <li>• Board Meetings</li> <li>• Oversee Preparations for Opening               <ul style="list-style-type: none"> <li>○ HVAC</li> <li>○ Painting</li> <li>○ Waxing</li> <li>○ Bus Maintenance</li> <li>○ Scheduling</li> <li>○ Transportation</li> <li>○ Food Service</li> <li>○ Instructional Materials and Supplies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Start School</li> <li>• Begin Reports Evaluation</li> <li>• Adjust Staffing as Needed</li> <li>• Board Meetings</li> <li>• Participate in Coop Activities</li> <li>• Visit Schools</li> <li>• Attend School Functions</li> <li>• Attend School-Based Council Meetings</li> <li>• Oversight of Budget</li> <li>• Interface with Community               <ul style="list-style-type: none"> <li>○ Parents</li> <li>○ Businesses</li> <li>○ Other Agencies</li> <li>○ Civic Groups</li> <li>○ Kentucky Department of Education</li> <li>○ Update Legislators</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop Working Budget</li> <li>• Develop Final Budget</li> <li>• Inform Councils of Budget Allocation</li> <li>• Complete Reports Evaluation</li> <li>• Oversee Renovations Preparation</li> <li>• Order Busses</li> <li>• Board Meetings</li> <li>• Participate in Coop Activities</li> <li>• Visit Schools</li> <li>• Attend School Functions</li> <li>• Attend School-Based Council Meetings</li> <li>• Order Supplies and Materials for Next Year</li> <li>• Oversight of Budget</li> <li>• Interface with Community               <ul style="list-style-type: none"> <li>○ Parents</li> <li>○ Businesses</li> <li>○ Other Agencies</li> <li>○ Civic Groups</li> <li>○ Kentucky Department of Education</li> <li>○ Update Legislators</li> </ul> </li> </ul>

**Identity Transformation.** While technical skill development is critical to the preparation of a program candidate, there is a significant role transformation that must occur for the candidate to successfully transition into a position. As an executive-level position, the superintendent must learn to use the administrative team effectively. He/she must clarify vision and set strategic goals for others to meet. At the same time, he/she must monitor progress and hold others accountable as he/she is held accountable by an elected board. The identify transformation is no small change and the mentor has the opportunity to assist in starting this process.

**Evaluate.** The mentor works most closely with the candidate with regard to field work and is in the best position to judge performance within the context of programmatic instrumentation. This feedback is vital to candidate professional growth and development. It was the belief of the committee that the evaluation process should resemble the ‘real thing’ as much as possible. For this reason, evaluation occurs using an adapted version of the SLP (Appendix C). This is described in more detail in the Assessment section.

### **The Capstone Experience**

Using student performance data from their school district, students will design an improvement plan using the Kotter change model as the organizer. It is preferred that selected projects have as broad a grade-level span as possible. Students must have the approval of the instructor and mentor to proceed. Capstone projects must include the use of student assessment data, evidence of collaboration with district staff, a plan for professional development, evidence of alignment with adopted curriculum, measurable goals (benchmarks) and a system to determine the degree to which goals were met.

The Capstone Experience is designed as a 175-hour, intensive project-based learning experience that is authentic. Project development occurs through the entire program. Students will review the Kotter model and prepare a presentation on assigned steps in the process. The presentation will address practical applications of each step and be based on the tenants of adult learning. The eight steps of the Kotter model are: 1. Establishing a Sense of Urgency; 2. Creating a Guiding Coalition; 3. Developing a Change Vision; 4. Communicating the Vision for Buy-in; 5. Empowering Broad-based Action; 6. Generating Short-term Wins; 7. Never Letting Up; and 8. Incorporating Change into the Culture.

The development of a rubric for the project will be part of the process. The class will develop a four-column scoring rubric for the presentations that evaluates the implementation of the Kotter model.

### **MENTORING EXPERIENCE**

At the time of admission, the candidate must meet with the faculty for an orientation. Program guidelines will be explained, including the mentorship. The candidate must have a mentor identified prior to starting classes. The person identified must give written confirmation that they will serve as mentor to the applicant. Written confirmation will include a statement that the mentor understands that the student may miss up to five days of work per year in program activities. MSU staff will work with superintendents to identify possible candidates and mentors. If a mentor cannot be identified in the home district of the candidate, someone from another district can serve as mentor if the home district superintendent agrees.

**Mentor Orientation.** Faculty will communicate with mentor regarding expectations for each semester. A syllabus and any related evaluation instruments will be provided at this time.

**Evaluation.** As part of the assessment plan, there will be an assessment of the candidate by the mentor (Appendix C) and of the mentor/field experience by the candidate (Appendix D). This data is used within both the candidate and program assessment processes.

### **ASSESSMENT PLAN**

Both candidate and programmatic assessment are provided for by the program. Informal candidate assessment is on-going as faculty and mentors provide written and oral feedback to assignments and projects that the candidate documents through a portfolio. The Superintendent Leadership Plan is the platform upon which evaluative feedback is developed.

**Candidate Assessment Plan:** Formal assessment occurs at the beginning of the first class, end of the second class and at the Capstone/end of program. The primary instrumentation for candidate assessment is a modified version of the Superintendent Leadership Plan called the Superintendent Candidate Leadership Plan (SCLP). We believe the use of this plan models the actual evaluation that will eventually result. Figure 1 describes the formal candidate assessment process.

**Figure 1. Formal Candidate Assessment Process**

Beginning of First class	End of Second Class	Capstone/ End of Program
Candidate completes the SCLP with the mentor based upon the following data: <ul style="list-style-type: none"> <li>• Reflection upon and interview with mentor regarding prior experience.</li> </ul>	Candidate completes the SCLP with the mentor and then the faculty based upon the following data: <ul style="list-style-type: none"> <li>• Prior SCLP</li> <li>• Review of field experience artifacts and reflections from the portfolio;</li> <li>• Review of course assignments and projects</li> <li>• Interview with Faculty member</li> </ul>	Candidate completes the SCLP with the mentor and then the faculty based upon the following data: <ul style="list-style-type: none"> <li>• Prior SCLP</li> <li>• Review of field experience artifacts and reflections from the portfolio;</li> <li>• Review of course assignments and projects</li> <li>• Review of Capstone evaluation</li> <li>• Interview with Faculty Member</li> </ul>

**Program Assessment Plan:** It is important to be cognizant of trends across the program in terms of the Student Learning Outcomes (SLOs) adopted for the program. With the introduction of the SPGES, the faculty aligned the SLOs with the SLP standards. This allows for a thru-line between the Candidate Assessment Plan and the Program Assessment Plan using the results of the SCLP at the end of each semester (Figure 2). The School Administration faculty meet twice monthly to discuss program outcomes and related topics and would be the forum for reviewing this data.

**Figure 2. Program Assessment Process**

August	January	May	August
Review SCLP and mentor assessment results from the year prior and summarize trends for each of the seven standard areas. Adjust program processes as needed to address need.	Review Fall SCLPs and mentor assessment results with respect to the established program goals in each area. Monitor changes.	Review Spring SCLPs and mentor assessment results with respect to the established program goals in each area. Monitor changes.	Review SCLP and mentor assessment results from the year prior and summarize trends for each of the seven standard areas. Adjust program processes as needed to address need.

### FIELD EXPERIENCES

The candidate is responsible for documenting field experiences through a work log and completing structured reflections over the course of a semester. These logs and related artifacts are maintained by the student in a portfolio and are reviewed at the end of each semester by faculty. The candidate will have the opportunity to assess the experiences and associated mentor activity at the end of each semester (see Appendix D). These results are used as part of both the candidate and programmatic assessment systems. The scope and nature of field experiences and the interplay of these experiences with program standards is described in earlier portions of this proposal.

### PROGRAM FACULTY MATRIX

Faculty/ Degree	Status/Experience	
Larry Allen, Doctor of Education, University of Tennessee	Full-time Faculty/ Former Superintendent	48 years of overall education experience; xx years as a Kentucky Superintendent; xx years with the Kentucky Department of Education; XX years teaching in higher education
Tommy Pharis, Doctor of Education, Valdosta State University	Full-time Faculty/ Former Superintendent	30+ years of overall education experience; 5 years as a Georgia Superintendent; 2 years in higher education



**Murray State University  
Endorsement  
Kentucky School Superintendent**



**Admission requirements:**

Based upon a review of application materials, the following requirements have been met:

- a valid Kentucky Professional Certificate;
- evidence of a minimum of three (3) years of teaching experience at time of application;
- evidence of at least two (2) years of experience in a position of school principal, supervisor of instruction, guidance counselor, director of pupil personnel, director of special education, school business administrator, local district coordinator of vocational education, or a coordinator, administrator, or supervisor of district-wide services. Other administrative experience may be substituted for this requirement with the approval of the Education Professional Standards Board.
- the application materials include a written statement from a supervisor or education agency representative attesting to the skills and evidence of the applicant's suitability in the following areas:
  1. The ability to improve student achievement;
  2. Knowledge of school laws related to school finance, school operations, and personnel matters;
  3. The ability to implement curriculum, instruction, and assessment;
  4. A commitment to ongoing professional growth;
  5. Effective communication skills; and
  6. The ability to build relationships, foster teamwork, and develop networks; and
- Proof the applicant has completed a master's degree program.

**Kentucky School Superintendent**

Course #	Course Description	Professor	Semester	Grade
ADM 739	Roles & Responsibilities of the School Superintendent (3 credits)			
ADM 749	School District Administration (3 credits)			
ADM 759	Instructional Planning in Education (3 credits)			
ADM 779	The Superintendency Capstone (3 credits)			

**Program Completion**

1. Candidates must complete coursework with at least a 3.0 cumulative GPA.
2. Successful completion of required field experiences and the capstone is verified.
3. A TC-1 is filed with the Office of Teacher Education Services at the completion of required coursework to receive the endorsement.

Candidate's Name (printed) \_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_  
Candidate's Signature/Date

\_\_\_\_\_/\_\_\_\_\_  
Advisor's Signature/Date

Note: 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.epsb.ky.gov](http://www.epsb.ky.gov) for current requirements or contact the Division of Professional Learning and Assessment at [502-564-4606](tel:502-564-4606) or [888-598-7667](tel:888-598-7667).

## Appendix A – Letter of Recommendation Addendum Form

## Murray State University Addendum to the Recommendation Letter

For admission to the MSU Superintendent Program, applicants must have demonstrated competency in the areas listed below. Please verify the applicant's preparedness in each of these areas, attach to your letter of recommendation and return to the ELC Department c/o Superintendent Program, 3201 Alexander Hall, Murray, KY 42071.

Area	Excellent	Adequate	Inadequate
Ability to Improve Instruction			
Knowledge of school law relating to finance, school operations and personnel matters			
Implementation of curriculum, instruction and assessment			
Commitment to ongoing professional growth			
Effective communication skills (written and verbal)			
Ability to build relationships, foster teamwork and develop networks			

I recommend \_\_\_\_\_ to the superintendent program at Murray State University

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title

# Appendix B – Course Syllabi

**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING****COURSE PREFIX: ADM****COURSE NUMBER: 739****CREDIT HOURS: 3****I. TITLE:** The Roles and Responsibilities of the Superintendent**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

The role of the school district superintendent is analyzed with reference to job responsibilities of the position, and knowledge, skill, and dispositions necessary to serve successfully in the position. Field experience required.

**Prerequisite(s):** None**III. COURSE OBJECTIVES:**

The stated objectives are coded as to alignment to the Interstate School Leader Licensure Consortium (ISLLC) standards, the Technology Standards for School Leaders (TSSA) and the Superintendent Leadership Plan (SLP) standards. As a result of taking this course, students will be able to:

- A. apply theory and development of leadership through the review of multiple styles, including but not limited to collaborative leadership, culturally responsive leadership, ethical leadership, instructional leadership, moral leadership, servant leadership, systems leadership, visionary leadership culturally responsive leadership (ISLLC 5; TSSA 3; SLP 1, 2, 3, 6);
- B. understand the roles and responsibilities of a superintendent in terms of the four major “frames”: Educational Leader, Managerial Leader, Political Leader and Leading Change (ISLLC 6; TSSA 3, 4, 6; SLP 1, 2, 3, 4, 5, 6, 7);
- C. Recognize the importance of both professional and personal ethical behavior to the role of the superintendent (ISLLC 5; TSSA 6; SLP 1, 3, 5, 7);
- D. lead the school board in enhancing student learning (ISLLC 1, 4, 6; TSSA 1, 2, 3; SLP 1, 2, 6);
- E. develop time management strategies applicable to the role of superintendent (ISLLC 3; TSSA 3; SLP 5);
- F. understand the role of the superintendent on capacity building within the district (staff and board) and community (ISLLC 1, 2, 4; TSSA 1, 2, 3, 5; SLP 3, 4, 6);
- G. understand the relationship between KRS’s, KAR’s, OAG’s and local board and local site council policies (ISLLC 2, 6, 4; TSSA 1, 3, 6; SLP 5, 7);
- H. understand the capstone project process and requirements (ISLLC 1, 2, 3, 4, 5; TSSA 1, 2, 4, 5; SLP 1, 2, 5, 6).

**IV. CONTENT OUTLINE:**

- 1. Leadership theory/development
- 2. Culturally responsive leadership
- 3. Roles and responsibilities of a superintendent
- 4. Ethics
- 5. Impact on board leadership on student learning
- 6. Time Management

7. Capacity Building
8. School-based councils
9. Capstone Project

## V. INSTRUCTIONAL ACTIVITIES:

The course is field experience intensive. Readings, seminars, reflective writing and case study analysis will also be used.

## VI. FIELD EXPERIENCES AND OTHER ASSIGNMENTS:

Course assignments are designed to link formal knowledge acquired in seminars with its application in field-based settings. Students will analyze assigned case studies using the four major “frames” including superintendents as **Educational Leaders, Political Leaders, Managerial Leaders, or Leading Change**. In some instances students may write and analyze their own case studies. Students will be responsible for identifying opportunities to make observations and connections between professional knowledge and field-based applications with whom they may work. Students will log at least 25 hours of field experience, including the experiences listed below:

### Objectives A and B

Interview a school leader in your district you know and/or with whom you work about his/her leadership style/styles. Based on your observations with this person, determine the extent to which each person’s view of his/her style is consistent with your observations of this person in action. Write a reflection addressing your learning.

Prepare a paper defining leadership styles listed in III.1. Include at least four sources in the bibliography. Write a reflection addressing your learning.

### Objective C

Read a case study, write a case study or identify a situation you have observed which involves both professional and personal ethical/unethical behavior on the part of a superintendent. Write a paper about the situation and identify various options which were available to avoid unethical behavior. Write a reflection addressing your learning.

### Objective D

Interview a superintendent and board chair. Determine the strategies employed by the central office personnel to inform, educate and involve the board to assure everyone is on the same page in promoting student learning at all levels. Write a reflection addressing your learning.

### Objective E

Review one month of the calendar of a superintendent. Document the time requirements for items on the calendar. Describe what changes, if any, these time commitments will require for your leadership and/or managerial style(s). Write a reflection addressing your learning.

### Objective F

Identify and interview five community leaders. The interviews will focus on the superintendent's capacity building role. Interview questions will be developed in class. Write a reflection addressing your learning.

### **Objective G**

Review the KRS's, KAR's, OAG's and local board and local site councils' policies about site council responsibilities and relationships within the school, district and community. Prepare a chart identifying roles and responsibilities for superintendent, board, school staff and community. Write a reflection addressing your learning.

Attend one or more local board meeting(s) and one or more site council meeting(s). Write a report describing any/all discussion or action items which demonstrated collaboration/coordination between the board and council. Write a summary of student benefits which were addressed at either or both meetings. Write a reflection addressing your learning.

### **Objective H**

If this is the first course taken in the superintendent certification program, consider possible topics, problems or issues which might be suitable to develop into a capstone project. If this is the second or third course taken in the program, continue the development of the project. Professor and mentor will review and approval is essential for each step of the project. The capstone must have a focus of improving student performance.

## **VII. TEXT(S) AND RESOURCES:**

On-line resources.

## **VIII. EVALUATION AND GRADING PROCEDURES:**

Grades will be awarded for performance in accordance with the scale below. Students' attendance and participation will be considered when calculating the final grade.

Each activity in Section VI will have a point value of 100. Reflections will have total value of 100.

Letter Grade	PCT Grade
A	90-100%
B	80%-89%
C	70-79%

## **IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

- A. Attendance will be taken and recorded during all class sessions.
- B. Students must email or telephone the professor indicating the reason for the absence (preferably before class).
- C. Class will start on time.
- D. Students assume the responsibility of informing the professor of a tardy arrival. **A tardy is defined as arriving to class after attendance has been taken.** Two tardies will equal one absence.

E. **One or more absences may result in the final grade being lowered by one or more letter grades.**

#### X. **ACADEMIC HONESTY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

##### **Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Institutional Diversity, Equity & Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

#### XI. **NON-DISCRIMINATION POLICY STATEMENT:**

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

#### Students with Disabilities

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**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING****COURSE PREFIX: ADM****COURSE NUMBER: 749****CREDIT HOURS: 3****I. TITLE:** School District Management**II. COURSE DESCRIPTION AND PREEQUISITES(S):**

This course focuses on school system operations including financial management and policy, administration of auxiliary services, human resources planning and management, federal and state programs, facilities planning and management, school safety and governance support. Field experience required.

**Prerequisites(s):** none**III. COURSE OBJECTIVES:**

The stated objectives are coded as to alignment to the Interstate School Leader Licensure Consortium (ISLLC) standards, the Technology Standards for School Leaders (TSSA) and the Superintendent Leadership Plan (SLP) standards. As a result of taking this course, students will be able to:

- A. develop a district-wide budget (ISLLC 3; TSSA 1, 3, 4; SLP 1, 5);
- B. explain the Kentucky school finance plan and its local implications to a targeted audience (ISLLC 3; TSSA 4; SLP 7);
- C. make finance decisions based on data and needs (ISLLC 3; TSSA 1, 2, 3; SLP 1, 2, 4, 5);
- D. provide regional and state guidance in development of finance policy (ISLLC 3; TSSA 6; SLP 7);
- E. develop a matrix to outline typical Federal programs in a district. (ISLLC 3; TSSA 6; SLP 7);
- F. demonstrate an understanding of human resources orientation that includes planning, recruitment, interviewing, selection, induction, retention and continuous professional development for both certified and non-certified personnel. (ISLLC 2, 3, 6; TSSA 3, 4; SLP 1, 3, 4);
- G. demonstrate the ability to plan and implement programs necessary to provide food service, transportation and a school safety audit (ISLLC 3; TSSA 4; SLP 5);
- H. explain to a target audience how school building construction is planned and financed. (ISLLC 3, 6; TSSA 4; SLP 5);
- I. collect and use data to make decisions. (ISLLC 2; TSSA 1, 3; SLP 1, 2, 4, 5);
- J. effectively lead school-based councils. (ISLLC 1, 2, 3, 6; TSSA 1, 3; SLP 1, 2, 3);
- K. implement TGPEs, PPGES, SPGES and OPGES (ISLLC 2; TSSA 1, 3, 5; SLP 1, 2).

The graduate student is prepared through coursework with reflection to integrate this ongoing preparation into personal and professional leadership positions and/or activities. The themes of diversity, assessment, and closing the gap are explored through research on and consideration of the community, district and school, in the development of activities and policies that promote a safe school environment.

**IV. CONTENT OUTLINE:**

1. Finance (state and federal)
2. Personnel
3. Food Service
4. Transportation
5. School Safety
6. District Management
7. School-based councils

**V. INSTRUCTIONAL ACTIVITIES:**

The course is field experience intensive. Readings, seminars, reflective writing and case study analysis will also be used. Required activities are listed below:

1. The student will prepare a presentation showing how Kentucky finances its public schools and the financing of the local school district for a local service club luncheon presentation. Extra points will be given upon validation that this presentation was made to a service club. The presentation will connect needs with proposed expenditures.
2. The student will develop a simple, one sheet brochure explaining the local school district budget for distribution at school functions.
3. The student will obtain a local school district budget, all staff salary information with current teacher placement on the salary schedule and supplemental schedules and propose a way to make a cut that will meet the requirements of a 10% reduction in student enrollment over the past year.
4. The student will conduct at least one interview with school district personnel responsible for the following auxiliary services and then offer a proposal of one to three improvements needed in each area:  
 Food Service  
 Transportation  
 Student Personnel Services  
 Student Health Services  
  
 The interview should include an exploration of the job responsibilities, strengths and improvements needed.
5. If the district LPC is in process, the student will volunteer to serve on the LPC. At the conclusion of the class, the student will report the work of the LPC. If the LPC is not in process, the student will review the findings of the LPC and connect the recommendations to student learning.
6. Students will work with the Center for School Safety to conduct a school site safety audit of a school building.

- 7 The student will prepare an integrated planning calendar for the year for all school district operations.
- 8 Students will conduct a review of statutes, regulations, local board policy and a council's policy relating to school-based councils. The review will include roles and responsibilities.
- 9 Students will write an overview of TPGES, PPGES, Superintendent Leadership Plan (SLP), and OPGES comparing and contrasting the four effectiveness systems. Students will develop a scoring rubric for this activity.

## **VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:**

Course assignments are designed to link formal knowledge acquired in seminars with its application in field-based settings. Students will analyze assigned case studies using the four major "frames" including superintendents as Educational Leaders, Political Leaders, Managerial Leaders, or Leading Change. In some instances students may write and analyze their own case studies. Students will be responsible for identifying opportunities to make observations and connections between professional knowledge and field-based applications with whom they may work. Students will log at least 25 hours of field experience, including the experiences listed below:

### Objective 1:

The student will prepare a presentation showing how Kentucky finances its public schools and the financing of the local school district for a local service club luncheon presentation. Extra points will be given upon validation that this presentation was made to a service club. The presentation will connect needs with proposed expenditures.

### Objective 4

The student will conduct at least one interview with school district personnel responsible for the following auxiliary services and then offer a proposal of one to three improvements needed in each area. The interview should include an exploration of the job responsibilities, strengths and improvements needed.

Food Service

Transportation

Student Personnel Services

Student Health Services

### Objective 5

If the district LPC is in process, the student will volunteer to serve on the LPC. At the conclusion of the class, the student will report the work of the LPC. If the LPC is not in process, the student will review the findings of the LPC and connect the recommendations to student learning.

### Objective 6

Students will work with the Center for School Safety to conduct a school site safety audit of a school building.

## Objective 7

The student will prepare an integrated planning calendar for the year for all school district operations.

**VII. TEXT(S) AND RESOURCES:**

On-line resources

**VIII. EVALUATION AND GRADING PROCEDURES:**

As part of the classroom activities, students will develop four-column scoring rubrics for each of the activities listed in Section V. Student work will be scored using these rubrics. These scores will be converted to a percentage that will follow the university grading standard.

Each of the above items will be placed in the superintendent portfolio and referenced by the student to the appropriate standard.

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

**X. ACADEMIC HONESTY :**

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**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

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**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

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Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or

she should investigate the instance. The faculty member should then take appropriate disciplinary action.

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- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost. Refer to the current *Murray State University Graduate Bulletin*.

## **XI NON-DISCRIMINATION POLICY STATEMENT:**

### Policy Statement

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**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING****COURSE PREFIX: ADM****COURSE NUMBER: 759****CREDIT HOURS: 3****I. TITLE:** Instructional Planning in Education**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

An examination of planning processes used by leaders to direct educational change and instructional improvement.

**Prerequisite(s):** None

**III. COURSE OBJECTIVES:**

The stated objectives are coded as to alignment to the Interstate School Leader Licensure Consortium (ISLLC) standards, the Technology Standards for School Leaders (TSSA) and the Superintendent Leadership Plan (SLP) standards. As a result of taking this course, students will be able to:

- A. link board leadership with student learning. (ISLLC 1, 2, 4, 6; TSSA 1, 2, 6; SLP 1, 2, 3, 4, 5, 6, 7);
- B. identify opportunities for community engagement focused on student learning. (ISLLC 1, 6; TSSA 1, 3; SLP1, 7);
- C. explain the role of planning in relationship to other administrative responsibilities. (ISLLC 1, 3; TSSA 1, 2, 3, 5; SLP 1, 2, 4, 5);
- D. demonstrate a working knowledge of tools, technologies, and data resources useful for educational planners. (ISLLC 1; TSSA 3, 4, 5; SLP 2, 5);
- E. demonstrate a broad understanding of planning skills needed by successful education leaders. (ISLLC 1, 2, 3, 4; TSSA 1, 3, 4, 5; SLP 1, 2, 4, 5, 6);
- F. develop competency in the application of procedures used for technology, facility, fiscal, and school improvement planning. (ISLLC 1, 3, 4, 6; TSSA 3, 4; SLP 5);
- G. demonstrate leadership skills needed to direct strategic improvement in schools for instructional improvement. (ISLLC 1, 2, 3, 4, 5, 6; TSSA 1, 2, 3, 4, 5; SLP 1, 2, 3, 6, 7);
- H. apply the Kotter change model. (ISLLC 1; TSSA 3, 4, 5; SLP 1, 2, 6).

**IV. CONTENT OUTLINE:**

1. Impact of board leadership on student learning
2. Community engagement focused on student learning
3. Implement an aligned, rigorous, standards-based curriculum in every school which prepares all students to be globally competitive for postsecondary education and work;
4. Work with district and school staff to develop and implement a coordinated system of student academic support for students whose achievement does not meet established benchmarks.
5. Integrate appropriate technology into instructional planning/student learning
  - a) Provide equitable access for students and staff to technologies that facilitate productivity and enhance learning
  - b) Communicate expectations consistently for the use of technology and its relationships to enhanced learning and teaching
  - c) Ensure that budget priorities reflect a focus on technology and its relationships to enhanced learning and teaching

## V. INSTRUCTIONAL ACTIVITIES:

The course is field experience intensive. Readings, seminars, reflective writing and case study analysis will also be used. Sample activities are listed below.

1. Students will identify a high performing district as defined by consistently high scores on state assessments over the past five assessment cycles. For the identified district, students will interview all current and past board members who served during five-year period and who are available to explore the relationship between board member expectations, superintendent evaluations and student performance. A ten minute presentation on findings will be shared with the class. Students will write a reflection for this activity.
2. Students will plan and implement a community engagement project. With instructor and mentor approval, students will identify an area of instruction needing improvement and develop a plan to engage community members in identifying possible solutions. A ten minute presentation of findings will be shared with the class. Students will write a reflection for this activity.
3. Students will conduct a study of alignment of the adopted curriculum. Students will identify a high school, a middle school that is a feeder school to the high school and an elementary school that is a feeder school to the middle school. Using the content area of math, students will map the curriculum for K-12 implementation. Students will write a reflection for this activity.
4. Using the RTI model, students will chart interventions available at each grade level K-12 in a school district and make recommendations for improvement. Students will make a fifteen minute presentation to the class on their findings. Students will write a reflection for this activity.
5. Students will interview a district technology coordinator to determine:
  - a. Appropriate technologies that facilitate productivity and enhance learning.
  - b. Expectations for the use of technology and its relationship to enhanced learning and teaching.
  - c. Budget priorities focused on technology and its relationship to enhanced learning and teaching.

Interview questions will be developed in class
6. Students will write a paper outlining the eight steps of the Kotter change model. Class discussions will focus on the actions needed to implement the model. This activity can serve as an introduction to the Kotter model for capstone development or as reinforcement if the capstone is in process. Students will write a reflection for this activity.

## VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

Course assignments are designed to link formal knowledge acquired in seminars with its application in field-based settings. Students will analyze assigned case studies using the four major “frames” including superintendents as Educational Leaders, Political Leaders, Managerial Leaders, or Leading Change. In some instances students may write and analyze their own case studies. Students will be responsible for identifying opportunities to make observations and connections between professional knowledge and field-based applications with whom they may work. Students will log at least 25 hours of field experience, including the experiences listed below:

1. Students will identify a high performing district as defined by consistently high scores on state assessments over the past five assessment cycles. For the identified district, students will interview all current and past board members who served during five-year period and who are

available to explore the relationship between board member expectations, superintendent evaluations and student performance. A ten minute presentation on findings will be shared with the class. Students will write a reflection for this activity.

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4. Using the RTI model, students will chart interventions available at each grade level K-12 in a school district and make recommendations for improvement. Students will make a fifteen minute presentation to the class on their findings. Students will write a reflection for this activity.
5. Students will interview a district technology coordinator to determine the appropriate technologies that facilitate productivity and enhance learning, expectations for the use of technology and its relationship to enhanced learning and teaching, and budget priorities focused on technology and its relationship to enhanced learning and teaching. Interview questions will be developed in class

## VII. EVALUATION AND GRADING PROCEDURES:

For each of the five instructional activities, the class will develop a four-column rubric for scoring the work.

To determine the final grade, apply the points indicated on the scale below:

Average of rubric scores 3 and above = A

Average of rubric scores 2 to 2.9 = B

Average of rubric scores 1.5 to 1.9 = C

Any average of rubric scores below 1.5 = D

Student progress will be assessed by the professor. Assignments will be returned in a timely fashion. Comments will be made to help the student improve on future assignments. Students who have questions about graded assignments should make an appointment with the professor.

## VIII. ATTENDANCE POLICY:

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## IX. ACADEMIC HONESTY:

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- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

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## **X. NON-DISCRIMINATION POLICY STATEMENT:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

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**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING****COURSE PREFIX: ADM****COURSE NUMBER: 779****CREDIT HOURS: 3****I. TITLE:** The Superintendency Capstone**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

The roles and responsibilities of the school district superintendent are explored with emphasis on change and instructional improvement. This is the capstone course. Field experience required.

**Prerequisite(s):** None

**III. COURSE OBJECTIVES:**

The stated objectives are coded as to alignment to the Interstate School Leader Licensure Consortium (ISLLC) standards, the Technology Standards for School Leaders (TSSA) and the Superintendent Leadership Plan (SLP) standards. As a result of taking this course, students will be able to:

- A. apply the Kotter change model to plan and implement change for instructional improvement (ISLLC 1, 2, 3, 5, 6; TSSA 1, 2, 4, 5; SLP 1, 2, 3, 6);
- B. use data to make informed decisions that result in improved student performance (ISLLC 1, 2, 3; TSSA 1, 2, 3, 5; SLP 1, 2);
- C. Use benchmarks to track improved student performance. (ISLLC 1, 2; TSSA 1, 2, 3, 4; SLP 1, 2);
- D. Collaborate with other district staff and school leaders to design programs that deliver engaging and relevant instruction in every classroom.(ISLLC 1, 2; TSSA 2, 3, 5; SLP 1, 2, 6);
- E. Ensure that a comprehensive assessment system is appropriately used at the district, school, and classroom level for informed decision making that improves learning (ISLLC 2, 5; TSSA 1, 3, 5; SLP 1, 2);
- F. Ensure that the school system has an articulated design for preschool, early childhood, middle childhood, adolescent, and adult education that represents research and best practice. (ISLLC 1, 2, 4, 5; TSSA 1, 5; SLP 1, 2, 6).

**IV. CONTENT OUTLINE:**

1. Develop skills that facilitate rigorous curriculum, engaging instruction, professional development, and a comprehensive assessment system;
2. Collaborate with district staff and school leaders to coordinate a system of support that ensures engaging and relevant instruction in every classroom;
3. Ensure that a comprehensive assessment system is appropriately used at the district, school, and classroom level for informed decision making that improves learning;
4. Ensure that the school system has an articulated design for preschool, early childhood, middle childhood, adolescent, and adult education that represents research and best practice;

**V. INSTRUCTIONAL ACTIVITIES:**

The course is field experience intensive. Readings, seminars, reflective writing and case study analysis will also be used.

1. Students will review the Kotter model and prepare a presentation on assigned steps in the process. The presentation will address practical applications of each step and be based on the tenants of adult learning. The eight steps of the model are:
  - a. Establishing a Sense of Urgency
  - b. Creating a Guiding Coalition
  - c. Developing a Change Vision
  - d. Communicating the Vision for Buy-in
  - e. Empowering Broad-based Action
  - f. Generating Short-term Wins
  - g. Never Letting Up
  - h. Incorporating Change into the Culture

The class will develop a four-column scoring rubric for the presentations.
2. Using student performance data from their school district, students will design an improvement plan using the Kotter change model as the organizer. It is preferred that selected projects have as broad a grade level span as possible. Students must have the approval of the instructor and mentor to proceed. Preferably, projects will include all grade levels.
 

Capstone projects must include the use of student assessment data, evidence of collaboration with district staff, a plan for professional development, evidence of alignment with adopted curriculum, measurable goals (benchmarks) and a system to determine the degree to which goals were met.

Students will use the capstone model adopted by Murray State University.

Students will develop a four-column scoring rubric to judge to degree to which the project fulfills the steps of the Kotter model and the degree to which student performance improved.
3. Students will select one content area to track the articulation from kindergarten through grade 12. It is expected there will be a seamless progression through the content from grade level to grade level and through transitions. If gaps are found, suggestions for correction are to be given.

## **VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:**

Capstone students will be expected to commit adequate time needed to complete a demanding schedule of project. Over the course of the program, students should expect to spend approximately 175 hours developing the capstone project. Students will also spend 25 hours in classroom seminars. Finally, students will spend three days (25 hours) shadowing the superintendent and collecting data on the district school in preparation for the capstone project.

1. Capstone project. Using student performance data from their school district, students will design an improvement plan using the Kotter change model as the organizer. It is preferred that selected projects have as broad a grade level span as possible. Students must have the approval of the instructor and mentor to proceed. Preferably, projects will include all grade levels.
 

Capstone projects must include the use of student assessment data, evidence of collaboration with district staff, a plan for professional development, evidence of alignment with adopted curriculum, measurable goals (benchmarks) and a system to determine the degree to which goals were met. Students will use the capstone model adopted by Murray State University. Students will develop a four-column scoring rubric to judge to degree to which the project fulfills the steps of the Kotter model and the degree to which student performance improved.

2. Curriculum Articulation. Students will select one content area to track the articulation from kindergarten through grade 12. It is expected there will be a seamless progression through the content from grade level to grade level and through transitions. If gaps are found, suggestions for correction are to be given.

## VII. TEXT(S) AND RESOURCES:

On-line materials to use with seminar sessions.

## VIII. EVALUATION AND GRADING PROCEDURES:

### General Marking System:

Instructional activities using a scoring rubric (V.1 & V.2):

An average score of 3 or greater is required to pass the course.

Instructional activity V.3 will be determined by the instructor and mentor.

## IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

## X. ACADEMIC HONESTY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

### Violations of Academic Honesty include:

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

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# Appendix C – Superintendent Candidate Leadership Plan Template



## Murray State University Superintendent Candidate Leadership Plan

### Performance Levels:

Candidates in the superintendent training program should progress in each of the indicators as they complete the coursework and related experiences. This document should be maintained in the portfolio. The following designations will be used to indicate the progress of the candidate at any point in time:

Exemplary:	Consistently demonstrates the ability to meet all indicators of the standards working independently
Accomplished:	Consistently demonstrates the ability to meet all indicators of the standards with support
Developing:	Demonstrates the ability to meet some of the indicators of the standards independently
Growth Required:	Requires support to meet indicators of the standards.

### Directions for the Candidate:

You will complete a self-reflection at the beginning, middle and end of your program. Highlight the column Indicator (Exemplary, Accomplished, Developing, or Growth Required) that describes your self-assessment of your current professional development in these standard areas. It is not expected that every standard/indicator must be addressed; therefore, only highlight those boxes for which you intend to set goals and provide evidence from your portfolio.

### Directions for the Mentor:

You will assess the candidate’s growth and development at the beginning, middle and end of the program. ***Bold and italicize*** the column indicator (Exemplary, Accomplished, Developing, or Growth Required) that describes your assessment of the candidate’s growth and development at this point based on direct observation and his/her portfolio.

IMPORTANT: Please remember that these are the same standards and indicators used with current superintendents. The candidate should self-assess/be assessed in terms of evidence he/she will be successful in some areas that cannot be demonstrated otherwise.

<b>Superintendent Candidate Leadership Plan Summary and Professional Growth Form</b>								
Directions: After each cycle, summarize the rating for each standard. Document professional growth for each standard.								
	Beginning of Program		Mid-Program			End of Program		
Standards	Self	Mentor	Self	Mentor	Faculty	Self	Mentor	Faculty
Strategic Leadership								
Instructional Leadership								
Cultural Leadership								
Human Resource Leadership								
Managerial Leadership								
Collaborative Leadership								
Influential Leadership								

<b>Professional Growth Goals</b>								
<b>Signatures/ dates</b>								

**Standard 1: Strategic Leadership**  
 The superintendent creates conditions that result in strategically reimagining the district’s vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and/or the workforce, and is prepared for life in the 21st century. The superintendent creates a community of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the preferred future and then developing a vision.

**Operationalizing a shared vision for learning. *The superintendent...***

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Creates a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century <i>Vision-Relationships</i>	Models and provides support for others; Facilitates development of a board-superintendent team characterized by candor, deep listening, a collaborative spirit and openness to 21st century change	Has established a collaborative working relationship with the local board and stakeholders	Develops a working relationship with the local board of education and stakeholders	Makes obligatory contacts with local board and stakeholders

<p>B. Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district’s vision, mission and goals <i>Vision-Monitor</i></p>	<p>Explores new and innovative processes with mutual stakeholder involvement, communication and feedback to monitor progress toward the vision (21st century learning), mission, high goals and expectations, and preferred culture</p>	<p>Leads a process that monitors progress toward the vision (21st century learning), mission, high goals and expectations, and preferred culture of the district</p>	<p>Developing the vision (21st century learning), mission, and high goals and covveys the preferred culture of the district</p>	<p>Has not begun work on a district vision or goals</p>
<p>C. Creates processes to ensure the district’s identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district <i>Strategic Planning-Implementation</i></p>	<p>Models/ instructs others in leading best or innovative practices; insures a continuous cycle of assessment, reflection, and changes in practice around 21st century student learning</p>	<p>Creates processes that ensure district identity, drives decisions, and reflect the preferred culture</p>	<p>Creates processes that are assisting in the development of the district identity</p>	<p>Has not assessed or addressed district culture</p>
<p>D. Facilitates the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data <i>Strategic Planning (Monitoring/Evaluation)</i></p>	<p>Publically and transparently communicates results to the board, staff, and community and formulates plans to bring about necessary changes</p>	<p>Develops, implements, and monitors the strategic plan or the district improvement plan aligned to the mission and goals with multiple sources of data in consort with the Board of Education</p>	<p>Uses state test data to develop, implement and monitor strategic or district improvement plan</p>	<p>Does not have a process to use data to develop, implement, and monitor strategic or district improvement plan</p>
<p><b>Indicators</b></p>	<p><b>Exemplary</b></p>	<p><b>Accomplished</b></p>	<p><b>Developing</b></p>	<p><b>Growth Required</b></p>
<p>E. Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan <i>Strategic Planning (Resourcing)</i></p>	<p>Continually assesses and redesigns financial priorities to maximize and augment available resources</p>	<p>Develops financial priorities with the local board based on the improvement plans</p>	<p>Manages the budget in such a way as to maintain current operations and practices</p>	<p>Demonstrates limited understanding of district budget</p>
<p>F. Facilitates the implementation of federal, state, and local education policies</p>	<p>Explains/interprets federal, state and local policies, their impact on educational</p>	<p>Facilitates federal, state and local policy implementation</p>	<p>Implements some state and local policies</p>	<p>Demonstrates lack of knowledge or attention to policies that affect the district</p>

<i>Policies</i>	operations and facilitates the implementation of these policies			
G. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. <i>Strategic Planning (Goals)</i>	Explores new avenues and creative opportunities for students to achieve goals and expectations and encourages others to do the same	Facilitates setting high, concrete goals and expectations for student attainment	Expects high, concrete goals to be set for students	Allows others to set goals that are too low for students

## Standard 2: Instructional Leadership

The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.

### Putting student learning at the center. *The superintendent...*

Indicators	Exemplary	Accomplished	Developing	Growth Required
Leads the District's philosophy of education-setting specific achievement targets for schools and students of all ability levels and monitors progress toward those targets <i>Learning/Teaching Focus: High Expectations</i>	Operates as a mentor in helping others focus on learning/ teaching grounded in high expectations and goals	Sets clear and high profile focus on learning/ teaching grounded in high expectations and goals	Leads and communicates the focus on learning/teaching	Lacks focus on learning/teaching
B. Models and applies learning for staff and students <i>Professional Learning</i>	Uses evaluation and professional development as tools to improve student learning and evaluates professional development activities	Establishes professional development goals for district based on personal professional learning and student achievement data to improve student learning.	Applies learning from professional development and expects learning for students and staff	Demonstrates limited participation in professional development opportunities
Indicators	Exemplary	Accomplished	Developing	Growth Required
C. Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels <i>High Expectations</i>	Motivates others to demand/expect high levels of student achievement by empowering them to establish and sustain a collaborative learning organization.	Demands/expects high levels of student achievement by establishing and sustaining the structure for a collaborative learning organization	Sets and communicates high expectations for student achievement and supports a collaborative learning organization	Accepts current levels of student achievement and rarely communicates the importance of improved instruction
D. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and	Ensures the establishment of high, personalized academic goals for all students;	Facilitates setting high, concrete goals and expectations for student	Expects high, concrete goals to be set for students, addressing achievement gaps	Allows others to set goals that are too low for students; achievement gaps persists

models the expectation that instructional leaders respond frequently and strategically to progress data. <i>Strategic Planning (Goals)</i>	performance gaps are systematically eliminated over time	attainment, closing achievement gaps		
E. Demonstrates awareness of all aspects of instructional programs <i>Learning/High Expectations</i>	Ensures organization of planned curriculum alignment with state and national college and career ready educational standards	Challenges staff to define and deliver skills and concepts necessary to graduate both college and career ready and prepared for the 21st century	Focuses on graduation and college and career readiness in the 21st century	May focus on graduation but does not emphasize 21st century preparedness
F. Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology <i>Strategic Planning-Implementation</i>	Establishes systems that result in the district exceeding academic expectations as established by SB1, including proficiency in reading, math and college and career readiness.	Is a driving force in the development and implementation of the district's strategic plan or district improvement plan to realize 21st century learning goals	Facilitates discussion and the strategic development of the district's improvement plan to realize goals	Operates unilaterally or with limited input under existing improvement plans

**Standard 3: Cultural Leadership**

The superintendent understands and acts on the important role a system’s culture has in the exemplary performance of all schools. He/she works to understand the people in the district and community as well as their history and traditions as they move forward to support and achieve district goals. The superintendent must be able to improve the district culture, if needed, to align the work of adults with the district’s goals of improving student learning and infusing the work with passion, meaning and purpose.

<b>Understanding and influencing the district’s environment, <i>The superintendent...</i></b>				
<b>Indicators</b>	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Growth Required</b>
A. Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs <i>Stakeholder/Community Involvement</i>	Models a pervasive commitment to the highest ethical standards and professional behaviors, while expecting all stakeholders to act with professionalism, respect and trustworthiness	Communicates and operates with strong beliefs and actions about teaching and learning with all stakeholders and operates from those beliefs.	Communicates shared beliefs about teaching and learning	Lacks a clear vision for teaching and learning, and/or communicates personal opinions about teaching and learning with selected stakeholders
B. Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century <i>Stakeholder/Community Involvement</i>	Leads in the creation of enthusiasm regarding 21st century preparation for a global economy and college and career readiness; Develops strategies with administrators and teachers to engage the community in activities that underscore the importance of college and career readiness	Builds community engagement and support for preparing students to be college and/or career ready and successful in a global economy	Supports the preparation of students to be college and/or career ready and successful in a global economy	Demonstrates limited focus on student preparation for progress within the school system
C. Creates a unified school system (not a system of individual schools) with shared vision and equitable practices <i>Vision/Beliefs</i>	Models the creation of a shared vision, equitable practices, professional expectations and accountability throughout the district	Creates a system with a shared vision and equitable practices	Sets and shares vision and establishes equitable practices	Expresses a personal vision rather than a shared vision for the school system
D. Builds trust and promotes a sense of well-being between all stakeholders <i>Stakeholder/Community Involvement</i>	Leads trainings on creating a positive organizational climate ; includes measures of student and employee well-being as well as community satisfaction	Builds trust and positive relationships between all stakeholders	Builds relationships and trust with staff and students	Expects trust from all stakeholders

	with the district; systematically reviews outcomes and makes changes as necessary			
E. Routinely celebrates and acknowledges district successes as well as areas needing growth <i>Celebrate/Acknowledge</i>	Leads celebrations and actively solicits input from all stakeholders on areas for growth	Routinely celebrates accomplishments and develops plans to address areas of growth	Acknowledges accomplishments and identifies areas for growth	Recognizes accomplishments inconsistently or inequitably; fails to identify areas for growth
<b>Indicators</b>	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Growth Required</b>
F. Supports and engages in the positive cultural traditions of the community <i>Stakeholder/Community Involvement</i>	Engages stakeholders to develop a district-wide welcoming culture that honors the values, and traditions of diverse groups, celebrates their accomplishments and integrates diverse representation into the school/district	Supports and participates in traditions of the community	Participates in community traditions	Rarely attends community functions; or only participates in select activities
G. Creates opportunities for staff involvement in the community and community involvement in the schools <i>Stakeholder/Community Involvement</i>	Leads opportunities for involvement between the community and the schools; establishes partnerships with families and community groups to leverage involvement	Creates opportunities for staff involvement in the community and community involvement in the schools	Creates opportunities for staff involvement in the community	Does not expect staff to attend school functions
H. Creates an environment that values and promotes diversity <i>Diversity</i>	Leads activities and traditions that promote diversity; creates a climate in which stakeholders constructively discuss their own views on diversity; fosters formal and informal partnerships with diverse groups to support mutual goals	Creates an environment that values and supports diversity	Acknowledges diversity issues	Responds to diversity issues only when they develop; or does not acknowledge the importance of diversity issues

**Standard 4: Human Resource Leadership**

The superintendent ensures the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning.

**Managing systems and operations for staff. *The superintendent...***

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Ensures that necessary resources, including time and personnel, are allocated to achieve the district’s goals for achievement and instruction <i>Resourcing</i>	Solicits faculty/staff input on ways to provide necessary resources to achieve district goals	Ensures necessary resources (including time and personnel) are allocated to achieve district goals	Makes plans and maintains allocation of resources to achieve district goals	Does not ensure that resources are available for the district to improve achievement and instruction.
Indicators	Exemplary	Accomplished	Developing	Growth Required
B. Creates and monitors processes for educators to assume leadership and decision- making roles <i>Staffing</i>	Offers shadowing experiences/ active mentoring to encourage assumption of leadership and decision-making roles	Creates processes for educators to successfully assume leadership and decision-making roles	Supports personnel after they assume leadership roles	Expects personnel to assume assigned leadership roles with little or no support.

<p>C. Ensures processes for hiring, inducting and mentoring new teachers new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel develops appropriate succession plans for key district roles, and places staff in strategically effective positions <i>HR Functions</i></p>	<p>Creates new systems to monitor recruitment and uses a continuous improvement process to assure effectiveness of policies and practices for recruiting, hiring, induction, and career growth</p>	<p>Ensures processes for hiring, inducting and mentoring new staff that result in recruitment and retention of highly qualified and diverse personnel and can clearly articulate a vision and pathway for succession in important district positions.</p>	<p>Creates processes for the hiring, inducting and mentoring of new staff and can identify key positions in the district.</p>	<p>Hires new staff but relies on past practices in assigning posts</p>
<p>D. Uses data to create and maintain a positive work environment <i>Culture/Environment</i></p>	<p>Collaborates with others in using data to create a district plan to maintain a positive environment; regularly conducts data-based evaluations of policy and practice effectiveness that govern student behavioral expectations and disciplinary actions</p>	<p>Uses data to create and maintain a positive environment</p>	<p>Makes efforts to support and maintain a positive environment</p>	<p>Expects administration to maintain a positive environment, but does not consistently monitor or offer support</p>
<p>E. Provides for results-oriented professional growth and development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs <i>Professional Learning</i></p>	<p>Leads professional growth and development to align district needs and goals; creates a district-wide culture that leads staff to engage in continuous collaborative professional development focused on student 21st century learning</p>	<p>Facilitates and provides resources that allow for the delivery of results-oriented professional growth and development aligned to district needs, connected to district goals</p>	<p>Directs results-oriented professional growth and development that is connected to district goals improvement plan</p>	<p>Does not ensure that district professional growth and development are connected to identified needs per the district improvement plan</p>
<p>F. Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary</p>	<p>Uses a collaborative approach to improve performance growth in evaluations; holds high standards to assure effectiveness of school operations</p>	<p>Ensures staff evaluation is fair and equitable, and used to improve performance; takes decisive and appropriate action when performance is inadequate</p>	<p>Ensures evaluation is fair and equitable</p>	<p>Fails to ensure implementation of the required professional growth and effectiveness systems</p>

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personnel actions to ensure effective school operations <i>Evaluation</i>				
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**Standard 5: Managerial Leadership**

The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decision about resources so as to meet the 21st century needs of the district.

**Managing District operations effectively and efficiently. *The superintendent...***

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Prepares and oversees a budget that aligns resources with district vision and needs <i>Finance</i>	Performs a needs assessment and seeks creative alternatives in developing a budgeting process that aligns resources with district initiatives; assists board in immediate fiscal needs and advance planning	Creates a collaborative budget process that aligns resources with district initiatives through a needs assessment	Creates a collaborative budget process that aligns resources with district initiatives	Fails to develop a budget with aligned resources
B. Identifies and plans for facility and technology needs <i>Capital Planning</i>	Empowers others to identify and plan for facility and technology needs	Identifies and plans for facility and technology needs	Identifies facility and technology needs	Reviews facility and technology needs only when necessary
C. Continually assesses programs and resource allocation <i>Resourcing</i>	Explores new programs to allocate resources that might impact a changing organization; analyzes and modifies the long-term plan to assure that results support district priorities	Continually monitors programs and assesses resource allocations for relevancy and impact as the organization changes	Assesses and allocates resources based on assessment	Fails to adequately assess resource allocations
D. Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology <i>Effectiveness and Efficiency</i>	Empowers others to develop/enforce clear expectations, rules, procedures for effective and efficient operations; uses a continuous improvement process to review effectiveness of operations and makes changes as needed	Collaboratively develops/enforces clear expectations, rules, procedures for effective and efficient operations	Develops clear expectations and implements rules for effective operations	Inconsistently enforces rules for effective operations
E. Builds consensus and resolves conflicts effectively <i>Conflict Resolution</i>	Models processes to build consensus, communicate, and resolve conflicts in a fair and	Creates and implements a process to build consensus, communicate, and resolve	Creates a conflict resolution process	Reacts to conflict when it arises

	democratic way; creates a culture in which conflicts are regularly addressed and are viewed as opportunities for respectful dialogue, consensus-building, and constructive resolution	conflicts in a fair and democratic way		
<b>Indicators</b>	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Growth Required</b>
F. Assures an effective system of districtwide communication <i>Communication</i>	Engages networks of families, agencies, groups and other key individuals in the ongoing development of or revision to communication systems	Assures a system for timely and responsible communication among all stakeholders	Develops a communication system among all stakeholders	Fails to develop a communication system
G. Continually assesses the system in place that ensures the safety of students and staff <i>Safety and security</i>	Teaches others to collaboratively develop expectations and procedures for ensuring staff and student safety; conducts systematic data-based evaluations of the effectiveness of procedures and practice that address threats to student safety and well-being (e.g., bullying, accessibility, emergencies)	Collaboratively develops and enforces expectations and procedures for ensuring staff and student safety	Develops and enforces procedures for ensuring staff and student safety	Inconsistently implements district safety procedures; fails to communicate expectations for staff and student safety
H. Works with local and state agencies to develop and implement emergency plans <i>Safety and security</i>	Teaches others to implement and monitor emergency plans in collaboration with local, state and federal agencies	Develops, implements, and monitors emergency plans in collaboration with local, state and federal officials	Develops, implements, and monitors emergency plans	Inconsistently implements emergency plans; fails to communicate expectations for emergency planning

**Standard 6: Collaborative Leadership**

The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill.

**Collaborating with and responding to diverse communities. *The superintendent...***

Indicators	Exemplary	Accomplished	Developing	Growth Required
Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools <i>Vision and high expectations</i>	Teaches others to develop collaborative partnerships with the greater community to support the 21st century learning priorities of the schools/district; inspires a widespread belief that high expectations and achievement of district goals for the learning and well-being of children is a community-wide responsibility	Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the schools/district	Cultivates community partnerships to support priorities of the district	Fails to lead in the development of district priorities
Indicators	Exemplary	Accomplished	Developing	Growth Required
B. Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success <i>Stakeholder/Community Involvement</i>	Develops a network of key family and diverse community stakeholders who can serve as formal/informal advisors on key issues; Offers instruction to others in the creation of collaborative systems to engage the board/school system and community stakeholders in sharing/supporting responsibility for district goals and student success	Creates collaborative systems to engage the board/school system and community stakeholders in sharing/supporting responsibility for district goals and student success	Works with the board/school system and community stakeholders in supporting district goals	Fails to engage with the board and/or school system stakeholders in supporting district goals

<p>C. Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives, and/or other key professional development organizations to provide effective professional learning opportunities <i>Professional Learning/Stakeholder Involvement</i></p>	<p>Establishes long-term relationships and partnerships with professional development organizations to provide effective training and professional development opportunities based on district and individual professional growth needs</p>	<p>Establishes long-term relationships and partnerships with professional development organizations to provide effective training and professional development opportunities based on district professional growth needs</p>	<p>Implements partnerships with professional development organizations to provide training and professional development for district employees</p>	<p>Contacts professional development organizations to arrange for training and professional development only when the need arises</p>
<p>D. Implements proactive partnerships that remove barriers thus ensuring all students have access to college and career courses in high school <i>Stakeholder Involvement</i></p>	<p>Seeks and establishes dual credit and college/career experiences ensuring that students graduate college/career ready</p>	<p>Initiates partnerships with institutions of higher education to ensure student access to college/career courses</p>	<p>Develops a plan to work with institutions of higher education to eliminate barriers to provide access to college/career courses for students</p>	<p>Does not seek or establish partnerships to allow students to enroll in college/career courses</p>

**Standard 7: Influential Leadership**

The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students.

**Working effectively with the Board of Education and the larger political structure. *The superintendent...***

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Understands the political systems involving the district <i>Political Context</i>	Participates in dialogue and training regarding internal/ external political systems and their impact; develops responses to government actions and matters affecting student learning	Defines and understands the internal/external political systems and their impact on the educational organization	Acknowledges the internal and external political systems and their impact on the organization	Demonstrates lack of understanding of the political process; responds to the internal/external political systems only when the need surfaces
B. Defines, understands, and communicates the impact on proposed legislation <i>Legal/Ethical</i>	Offers community forums and information sessions and uses data regarding the impact of legislative and ethical issues affecting public education	Defines, understands and communicates the impact of legislative and ethical issues affecting public education	Communicates the impact of legislative issues affecting public education	Fails to connect with legislators concerning issues affecting public education
C. Applies laws, policies and procedures fairly, wisely, and considerately <i>Legal</i>	Actively explores ways to uphold laws, policies and procedures fairly, wisely, and considerately; collaborates with members of diverse groups to identify and eliminate district policies and practices that have discriminatory effects	Applies and upholds laws, policies and procedures fairly, wisely, and considerately	Applies laws, policies and procedures	Reviews laws and policies only when the need arises
D. Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities <i>Legal</i>	Teaches others how to improve learning opportunities while protecting the rights of others; assures that district procedures and practices are systematically reviewed and	Utilizes legal systems to protect students' and staff rights and to improve learning opportunities	Utilizes legal systems to protect students' and staff rights	References legal systems to ensure the district is protected only when issues regarding rights occur

	revised to reflect fairness, social justice, and respect for human dignity for each member of the school community			
E. Accesses local, state and national political systems to provide input on critical educational issues <i>Political Context; Stakeholder/Community Involvement</i>	Actively participates at the local, state and national levels to provide input on critical educational issues	Accesses local, state and national political systems to provide input on critical educational issues	Accesses the local political system to give input on critical educational issues	Responds to the local political system only if input is requested on critical educational issues

## Appendix D – Field Experience/ Mentor Evaluation

## Murray State University Field Experience Evaluation Form

Directions: Field experiences and related mentor support are critical to your learning. It is important to us that your experiences are of the highest quality. Please provide us with feedback in the areas described below.

Candidate: \_\_\_\_\_ Semester \_\_\_\_\_ Signature/ Date: \_\_\_\_\_

### THE NATURE OF THE FIELD EXPERIENCE

**Quality Statement:** Field Experiences should be authentic and developmental.

Criteria	Disagree	1	2	3	4	5	Comments
<b>Authentic</b>							
Field experiences used real data.	1	2	3	4	5		
Field experiences generated work that was used by the district.	1	2	3	4	5		
Real problems were addressed by the field experiences.	1	2	3	4	5		
Field experiences mirrored/supported the work of the superintendent at the time.	1	2	3	4	5		
<b>Developmental</b>							
Tasks were modeled for me.	1	2	3	4	5		
I had the opportunity to ask questions.	1	2	3	4	5		
I received timely feedback on my work.	1	2	3	4	5		
I was challenged, but not given a task far beyond my current capacity.	1	2	3	4	5		
Field experiences were sequenced in a manner that helped me be successful.	1	2	3	4	5		

**THE NATURE OF MENTORING**

**Quality Statement:** Mentoring should be engaging and supportive

Criteria	Disagree	1	2	3	4	5	Comments
<b>Active</b>							
My mentor is accessible to me.	1	2	3	4	5		
My mentor has a plan for me.	1	2	3	4	5		
My mentor initiates contact.	1	2	3	4	5		
My mentor provides me with experiences that fit my level of readiness.	1	2	3	4	5		
<b>Supportive</b>							
My mentor models tasks for me.	1	2	3	4	5		
My mentor provides actionable feedback.	1	2	3	4	5		
I received timely feedback on my work.	1	2	3	4	5		
My mentor listens.	1	2	3	4	5		

Comments:

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Please return this form to your instructor.

# Appendix E – Option 6 – Alternative Route to Administrative Certification – Superintendent

## OPTION 6 SUPERINTENDENT

### ***Admission***

A potential applicant for the Option 6 program would require a Memorandum of Understanding from Murray State University before applying for a position. The applicant would provide the following materials for review: A current resume, letters of recommendation from current school leaders attesting to the candidate's engagement with a school or district as well as his/her abilities in the following areas:

- Ability to improve student achievement
- Knowledge of schools relating to finance, school operations and personnel matters
- Implementation of curriculum, instruction and assessment
- Commitment to ongoing professional development
- Effective communication skills
- Ability to build relationship

Additionally, the applicant will interview with the faculty to verify the applicant's skills in these areas. The applicant will have the option of bring in in a portfolio of evidence to support his/her claims and those of the recommenders.

Based upon the recommendation of the faculty, a Memorandum of Understanding would be written to support an application as superintendent/assistant superintendent. If the applicant is employed, Temporary Provisional Certification as Superintendent would be recommended.

### ***Program of Study***

The program of study for the superintendent program would be followed.

### ***Mentor***

The University will seek to identify the best ,mentor for the candidate based upon the context of the position (superintendent/assistant superintendent) and the location of the district.

### ***Evaluation of Prerequisites***

Our experience with Option 6 Candidates in other programs suggests that each candidate is unique. Therefore, Option 6 applicants may choose a variety of means to demonstrate leadership experiences. Evidence can include letters from former supervisors, examples of work products, verification through phone conversations with former fellow workers, a resume with follow-up contacts, published articles, etc. The interview (p54 of submission) will be a critical aspect of the screening process, as this is where the opportunity to examine experiences most closely will occur.

Letters of recommendation and the resume of experiences should provide evidence of engagement. Recommendations will be verified through telephone or personal contact and the interview process will further seek to verify school engagement.

***Diversity***

The 2012-2013 School Report Cards were examined for each of the 23 districts in the MuSU Service area in terms of the racial and economic diversity. The analysis yielded five (5) of twenty-three (23) districts with racial diversity above the state average and eleven (11) districts with free/reduced lunch participation above the state average. Candidates will be required to complete at least one activity each semester within one of these districts and will reflect upon the impact of each area of diversity on the work of the superintendent.

Diversity is further emphasized through the capstone project as candidates are required to address multiple-grade levels and gaps as identified by assessment. If the capstone addresses the general population, there will be a requirement to give specific detail to including diverse communities.