

**SCHOOL SAFETY ENDORSEMENT  
(GRADES P-12)  
PROGRAM SUBMISSION  
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## **I. Executive Summary: Serving our communities through excellence**

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic and engaging academic programs. Our programs are designed to provide authentic professional experience to candidates with structured reflective activities to support professional growth and development. Education programs collaborate with our public school partners to enhance candidates' experiences.

Candidates entering the program are certified teachers or administrators who seek the knowledge and skills to provide a safe, healthy, and nurturing school climate to promote student learning; also to assist in the prevention of crises and to appropriately implement crisis intervention and post-intervention plans under extremely stressful circumstances. The endorsement is meant to extend and complement the skills of the regular classroom teacher or school administrator.

The program requires the completion of a four course, twelve credit hour sequence. Candidates may take the sequence as a stand alone endorsement, in concert with a masters degree as a concentration area, or within a related program leading to a rank change. Typically, these programs are connected to the teacher leader program in elementary, middle, or secondary education, but there may be unique situations. The Endorsement in School Safety program coursework relates specifically to the Kentucky Safety Educator Standards and the Interstate School Leader Licensure Consortium Standards for Administrators.

### *Admission Requirements*

Applicants must hold a valid Kentucky teaching certificate in an elementary, middle, or secondary level or as a school administrator.

### *Exit Criteria*

Candidates must successfully defense the school safety portfolio.

### *Modes of Delivery*

The program is delivered online.

## **II. Relationship to College Conceptual Framework**

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 programs in preparing individuals to work within the educational community is the Educator as Reflective Decision-maker.

The Endorsement in School Safety upholds the vision of the College for the educator as reflective decision-maker by compelling the experienced teacher or administrator to refine and extend his or her reflective assessment, and instructive decision-making. The program emphasizes the experienced educator's development in recognizing school safety and classroom management to meet the diverse needs of children and in designing and implementing instruction to meet those needs. Reflective decision-making is the process by which educators assess and understand the nature of an educational problem, and then use their reflective skills and knowledge of theory and best practices to explore possible solutions. The educator then acts upon the chosen solution, evaluates the impact of his/her actions on student achievement, and refines future actions based on further reflection. Throughout the twelve hour course requirement, teachers in the Endorsement in School Safety engage in the process of reflection through written reflective assignments, the examination of student management practices in a global and local context, and by evaluating crisis management procedures. Candidates collaborate in this process through digitally shared documents and video presentations.

### **III. Continuous Assessment**

*Program continuous assessment.* The Endorsement in School Safety is evaluated at a programmatic level using direct and indirect measures. Direct measures, such as student portfolio products, reflective statements, and coursework, provides significant information about the quality of course experiences and needed areas for improvement. Indirect measures, such as student course evaluations, provide insight as to the perceived value and rigor of course experiences. An advisory council composed of higher education faculty members and area school safety practitioners meet annually to evaluate the program and analyze data gathered from a survey administered to students exiting the program.

*Candidate continuous assessment.* The assessment of candidate progress involves the review of artifacts, such as reflective papers, classroom management plans, and video presentations, which provide faculty with an indication of the graduate candidates' mastery of course content. These artifacts are aligned with the Kentucky School Safety Educator standards.

### **IV. Program Experiences**

Faculty members recognize the importance of authentic engagement with candidates around contemporary school safety issues. For this reason, faculty develop exercises that require the creation or evaluation of a policy/practice, or authentic participation on the part of the candidate in best practices of school safety. Examples include the assessment of school facilities based upon accepted standards, the development of safety plans, and the analysis of student behavior data. These exercises compliment normative, graduate-level instruction inclusive of abstracts, reflective assignments, presentations, and research projects. The Kentucky Code of Ethics is addressed in the endorsement during course work when candidates are required to apply professional ethics and confidentiality in various areas and situations. Candidates for the endorsement are aware of the research behind violence prevention curriculum and where that fits into school safety planning. Table 1 further illustrates the types of assignments contained within the endorsement. Tables 2, 3, 4 and 5 provide further details as to the alignment of the courses

with the Kentucky Safety Educator Standards, the Interstate School Leader Licensure Consortium Standards, the Kentucky Teacher Standards and the CAEP/EPSB Themes.

**Course descriptions:**

ADM 675 Introduction to Alternative Education Settings (3) Course serves as an overview to effective teaching and administrative practice in the alternative education setting. Students enrolled in the course must maintain a portfolio of course assignments and documentation of field experiences for university credit. Field experiences are required.

ADM 677 Crisis Management in Educational Settings (3) The content of this course provides educators with the skills and information to analyze safety data, plan for both school safety interventions and procedures to manage crises in an educational setting. Field hours are required.

ADM 678 School Safety Assessment (3) Course develops competencies in the assessment of threats to student and faculty safety. Students will utilize research-based resources to assess individual threats due to violence, as well as environmental scans of threats due to poorly planned or maintained facilities. Field experience required.

ADM 679 Current Topics in School Safety (3) Course develops depth of understanding of safety-related issues that impact safety in schools. This is the capstone course for the School Safety Endorsement. Field experience required. Prerequisite: Permission of the instructor.

Table 1.

*Examples of assignments and field experiences by course*

<b>Course</b>	<b>Examples of Activities/Assessments</b>
ADM 675 – Introduction to Alternative Education	<ol style="list-style-type: none"> <li>1. Students examine and research effective alternative programs provided by their district or regionally in a written report.</li> <li>2. Students will locate "Wrap Around" service providers for the district/ region that work collaboratively with the schools and court services.</li> <li>3. Students will interview a judicial representative to become knowledgeable about how the courts work with the schools.</li> <li>4. Students will evaluate a school culture or review existing culture evaluation results.</li> </ol>
ADM 677 – School Crisis Management	<ol style="list-style-type: none"> <li>1. Students are exposed to a variety of crisis events through table top exercises, video clips, hazard hunts and self reporting.</li> </ol>

<b>Course</b>	<b>Examples of Activities/Assessments</b>
	<ol style="list-style-type: none"> <li>2. Management of a Crisis/ Event Communication Procedures - students learn the legal and proper way to report, interact and inform parents, community and media</li> <li>3. Threat Assessment Vulnerability Study - conduct a nationally recommended safety assessment of your school's weaknesses in relation to discipline and bullying - participants develop a power point explanation of possible solutions a safe school team could implement.</li> </ol>
ADM 678 – School Safety Assessment	<ol style="list-style-type: none"> <li>1. Facilities assessment of school using NCAF recommended checklist - report key strengths/weaknesses &amp; solutions in a power point narrative.</li> <li>2. Compare and contrast school violence with school safety for the nation, state and school district. In a written report develop strategies to improve school environment and effects of bullying.</li> <li>3. Develop a Mock-up Emergency Handbook Quick Sheet using new information from the course that incorporates safety standards, factors and legal issues</li> </ol>
ADM 679 – Topics in School Safety	<ol style="list-style-type: none"> <li>1. Review school safety data (eg, discipline reports, school safety reports) for trends and issues in the school environment.</li> <li>2. Reflect upon a series of artifacts for each of the Safety Educator Standards as part of the capstone experience.</li> <li>3. Constrict professional develop for hot topics in school safety.</li> </ol>

Table 2.

*Alignment of the School Safety Endorsement with the Kentucky Teacher Standards*

	<b>KTS 1</b>	<b>KTS 2</b>	<b>KTS 3</b>	<b>KTS 4</b>	<b>KTS 5</b>	<b>KTS 6</b>	<b>KTS 7</b>	<b>KTS 8</b>	<b>KTS 9</b>	<b>KTS 10</b>
ADM 675 Intro to Alternative Education	A, E	A, E	A, E	A, E			A			A, E
ADM 677 Crisis Mgmt			A	A				A, E		A, E
ADM 678 School Safety Assessment								A		A
ADM 679 Current Topics in School Safety						A		A, E		A, E
K – Knowledge, A – Application, E – Evaluation										

Table 3.

*Alignment of the School Safety Endorsement with the Kentucky Safety Educator Standards*

	<b>KSES I Safe School Climate</b>	<b>KSES II Positive Individual Development</b>	<b>KSES III Utilizes Safe School Data</b>	<b>KSES IV Coordinates Crisis Procedures/ Communication</b>	<b>KSES V Policy/Legal Related to School Safety</b>
ADM 675 Intro to Alternative Education	K, A, E	K, A, E	K, A, E	K, A, E	K, A, E
ADM 677 Crisis Mgmt			K, A, E	K, A, E	
ADM 678 School Safety Assessment	K, A, E	K, A, E	K, A, E	K, A, E	K, A, E
ADM 679 Current Topics in School Safety	K, A, E	K, A, E	K, A, E	K, A, E	K, A, E
K – Knowledge, A – Application, E – Evaluation					

Table 4.

*Alignment of the School Safety Endorsement with the Interstate School Leaders Licensure Consortium Standards*

	<b>ISLLC I</b>	<b>ISLLC II</b>	<b>ISLLC III</b>	<b>ISLLC IV</b>	<b>ISLLC V</b>	<b>ISLLC VI</b>
ADM 675 Intro to Alternative Education	A, E	A, E	A, E	A, E		A, E
ADM 677 Crisis Mgmt			A, E	A, E		
ADM 678 School Safety Assessment		A	A, E	A, E		
ADM 679 Current Topics in School Safety		A, E	A, E			
K – Knowledge, A – Application, E – Evaluation						

Table 5.

*Alignment of the EPSB Themes with the School Safety Endorsement Program*

	Diversity	Assessment	Literacy/ Read	Closing Gap
ADM 675 Intro to Alternative Education	K, A, E	K, A, E		
ADM 677 Crisis Management		K, A, E		
ADM 678 School Safety Assessment		K, A, E		
ADM 679 Current Topics in School Safety	K, A, E	K, A, E		
K – Knowledge, A – Application, E – Evaluation				

## V. Program Faculty

Table 6 summarizes the credentials of faculty assigned to teach courses in the school safety curriculum.

<b>Name</b>	<b>Highest Degree, Field, &amp; University</b>	<b>Current teaching assignment in the program (1)</b>	<b>P-12 teaching/administrative experience/certificates</b>	<b>Faculty Rank (2)</b>	<b>Status (FT/PT to institution, unit, and program)</b>
Lyons, Robert	Ed.D. Leadership & Policy Studies; University of Memphis	ADM 679	Ten years experience in a P-12 setting in Kentucky; six years secondary teaching and four years of building-level administration.	Assistant Dean, Professor	Full-time to institution, Full-time to unit, Part-time to program
Janice Farley		ADM 675, 677, 678	Twenty-five years of public school experience in Virginia; Sixteen as a special education teacher; Four as an Assistant to the Principal in charge of adjudicated youth; Four as building-level administrator.	Adjunct Professor	Part-time to institution, Part-time to unit, Part-time to program

(1) e.g., faculty, clinical supervisor, department chair, etc.

(2) e.g., professor, associate professor, assistant professor, adjunct faculty, lecturer, administrator, etc.



**F. Syllabi**

**SCHOOL SAFETY COURSES**

**ADM 675**

**ADM 677**

**ADM 678**

**ADM 679**