

LINDENWOOD

U N I V E R S I T Y

EDUCATIONAL LEADERSHIP HANDBOOK 2021-22

**for Missouri Principal Initial and Advanced
Certification**

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INTRODUCTION

In the Lindenwood University School of Education, we define the word “leadership” broadly. Leadership is not defined by titles but actions. Our courses and internship experiences focus on combining the art and science of leadership. While research is a part of every degree offered in Educational Leadership, our faculty challenge students to apply this research in their own educational setting, whether it’s a school district, nonprofit corporation, institution of higher education, health care, or industry. Whether you are looking to earn a master’s or Educational Specialist’s degree to become a principal or superintendent, Lindenwood University’s School of Education can meet your needs.

Our faculty have experience in a variety of leadership positions ranging from school district principal or superintendent to hospital vice president. Those who teach in courses related to Missouri administrator certification are experienced building level principals. Adjunct instructors are all practitioners chosen for their expertise in the course content.

OVERVIEW OF EDUCATIONAL LEADERSHIP PROGRAM

Master of Arts in School Administration: Initial Certification

The Master of Arts in School Administration meets the needs of students seeking initial certification as a school principal. The Lindenwood University school principal preparation program is accredited by the Commission on Institutions of Higher Education and the Missouri Department of Elementary and Secondary Education. The School of Education is also a member in good standing of the Teacher Education Accreditation Council. The program stresses reflective leadership to foster effective schools. Skills taught prepare students to assume leadership roles in instruction, management, supervision, and problem solving in a creative and effective manner. To receive the initial principal administration certificate in Missouri, students must hold a valid professional initial teaching certificate *and* have had two years of teaching experience.

Educational Specialist in School Administration: Initial Certification

The Lindenwood University School of Education also offers the Educational Specialist in School Administration degree that is designed for those with a MA in a field other than School Administration. This program leads to initial principal certification and thus prepares students to serve as an educational leader. Students will be taught the skills needed to effectively lead teachers and other school staff in order to create a productive and positive school environment. Furthermore, students will analyze current research to understand what works in education and help teachers implement those best practices in the classroom. This program leads to eligibility for initial principal certification in the state of Missouri and requires at least 21 credit hours of coursework at the 60000 level and students must pass the Praxis II, School Leaders Licensure

Assessment. Students must also have a valid teaching certificate at the level which you intend to be certified and two years of teaching experience.

Educational Specialist in Educational Administration: Advanced Certification

The program will prepare students with skills necessary to operate a school district, advise and make recommendations to a board of education as well as the community, and to face challenges and discover solutions in the fast-paced, evolving world of education. The Educational Specialist in Educational Administration degree program at Lindenwood University is an advanced degree which leads to certification at the superintendent level in the state of Missouri. The program will prepare students with skills necessary to operate a school district, advise and make recommendations to a board of education as well as the community, and to face challenges and discover solutions in the fast-paced, evolving world of education. The proposed coursework will be designed to meet the competencies and specific course requirements established by the Missouri Department of Elementary and Secondary Education for certification for those positions. Students must pass the Praxis II, School Leaders Licensure Assessment to be certified. This program requires a minimum of 24 credit hours of coursework at the 60000 level. Students must possess a valid initial principal certificate to be admitted to this program. Up to six credit hours of coursework from a master's degree in School Administration may be transferred into the EdS.

Doctorate of Education in Educational Administration: Advanced Certification

The purpose of the EdD program is to develop applied research competencies in obtaining and synthesizing information for the solution of educational problems. The EdD is designed to deepen the content competencies and applied leadership skills of candidates following the completion of a master's degree. Doctoral students write a traditional dissertation, although writing is embedded throughout the program. Faculty pride themselves on the support they offer students during dissertation writing. The highly respected faculty in the EdD program have a wide range of experience in education and remain current in the field by presenting and publishing their research. An Educational Administration track is for K-12 educators who wish to pursue careers in school administration, such as principal or superintendent. This track leads to advanced certification for school and district administrators in the state of Missouri.

PROGRAM PLANS and COURSE DESCRIPTIONS

MA School Administration - Initial Certification Program Planning Worksheet

MASTER OF ARTS in SCHOOL ADMINISTRATION (Initial Principal Certification)

Name:		ID:	
Phone:		Lindenwood email:	

For maximum program success, all students must initial to demonstrate he/she understands each item:

To complete the Master of Arts in School Administration **all students must:**

1. Possess a baccalaureate degree from an accredited college or university with a minimum GPA of 3.0 on a 4.0 scale and be admitted to the university, pay required fees, and be approved by the Dean.
2. Already hold a valid professional teaching certificate in Missouri in order to be certified as school administrator in Missouri. DESE will not certify anyone for principal certification unless they have an initial Missouri teacher certification and a minimum two years teaching experience. **Please contact your advisor or DESE for current information.** DESE does not currently recognize all types of SLP or Counselor certificates as initial teacher certificate.
3. Complete 30 hours of Administrative graduate course work.
4. Maintain a GPA of 3.0 or higher.
5. Have completed Education of the Exceptional Child as a prerequisite for the Master of Arts in School Administration degree.
6. Complete the degree requirements within five calendar years from the first day of the first term in which program commenced.
7. Submit degree application by deadlines.
8. Complete and pass the Missouri Aspiring Principal Performance Assessment.
9. Complete 300 hours of Internship work under the supervision of a certified school leader.

Note: For Certification eligibility, students must also Pass the Pearson 072 Content Test.

* Transfer and Workshop Credit:

10. No more than 9 semester hours from other accredited institutions approved by the Dean and Registrar.
11. All transfer credits must carry a letter grade of "B" or higher from official transcript. **Graduate courses only, will be applied toward this degree.**
12. No Pass/Fail or Credit courses accepted.
13. All transfer credit must be relevant to proposed program and completed within last 7 years (this does not include pre-requisite/core courses)
14. Once admitted, **prior permission from Dean and Registrar must be obtained to apply credit from other college or university towards degree.**

Core Courses Required for Degree	Hours	Semester Completed	Transferred	Grade	Notes
EDT 50900 Innovative Mindset	3	Semester 1			
EDU 51000 Conceptualization in Education	3	Semester 1			
EDU 57000 Educational Research	3	Semester 2			
Administration Courses	Hours	Semester Completed	Transferred	Grade	Notes:
EDA 50500 Foundations of Educational Leadership	3	Semester 2			45 required internship hours
EDA 58300 Relational Leadership and Community Outreach in Diverse Societies	3	Semester 3			20 required internship hours

EDA 58100 Instructional and Curricular Leadership in Culturally Responsive Schools	3	Semester 3			25 required internship hours
EDA 58200 Managerial and Ethical Leadership	3	Semester 4			
EDA 58600 Initial Field Experience and Data Based Decision Making	3	Semester 4			90 required internship hours – Should be taken in the semester prior to Culminating Field Experience
EDA 58400 Visionary and Innovative Leadership	3	Semester 5			
EDA 58700 Culminating K12 Field Experience	3	Semester 5			120 required internship hours – Should be taken in the final semester of program
Total Program Hours	30				

Revised February 2020

MA Course Descriptions (Initial certification)

EDT 50900 Innovative Mindset

In this course, students will explore theories regarding innovation and the challenges associated with innovating in an educational culture. Students will examine aspects of an innovator's mindset, as well as behaviors and practices conducive to the effecting and sustaining of innovations.

EDU 51000 Conceptualization in Education

This course is designed to provide an overview of education from historical, philosophical, and sociological perspectives. Students will expand on their understanding of contemporary education through an investigation of the changing role of educators in current social, political, and economic times using current peer reviewed articles and other open educational resources (OER).

EDU 57000 Educational Research

This course is designed in such a way that practitioners will be able to evaluate the results of educational research for use in a variety of educational practices. The student will investigate the basic nature of educational research, along with pertinent methods of data collection and analysis. Emphasis will be placed on research problems, designs, and findings in the student's selected area of emphasis.

EDA 50500 Foundations of Education Administration [close](#)

This course will enable the student to develop an understanding for the role of the administrator in education. Topics include federal, state, and local governance in education, models of administrative practices, planning and problem solving techniques and communication skills.

EDA 58100 Instructional and Curricular Leadership in Culturally Responsive Schools

This course introduces the student to the conceptual tools, theoretical formulations and research findings concerning instruction and curriculum in the school. Topics include the nature of supervision; an historical perspective of supervision; supervision in culturally responsive schools; development and evaluation of personnel; curriculum development process; horizontal and vertical alignment of curricula; assessment literacy; data analysis to inform the instructional process, and adult learning theory.

EDA 58200 Managerial and Ethical Leadership

This course provides students with the knowledge, skills and strategies to implement operational systems, oversee personnel, and ensure the equitable and strategic use of resources. Topics include maintaining a safe and functional school facility, legal and ethical decisions impacting personnel records and staff evaluation, effective communications, hiring and removal of personnel, legalities of school budgets and major sources of revenue, and non-fiscal resources to support school goals.

EDA 58300 Relational Leadership and Community Outreach in Diverse Societies

This course equips the student with knowledge and techniques necessary to build and maintain positive relationships with faculty, staff, parents, and community stakeholders to support student learning. Topics include public relations policy, recognition of community structure and communications channels, available resources to support the welfare of every student, strategies and legal implications for building relationships, and promotion of teacher leadership.

EDA 58400 Visionary and Innovative Leadership

This course provides the student with the knowledge and skills to create and implement a shared vision to guide continuous school improvement. The course will also provide the knowledge and skills to create and maintain an effective professional growth plan. Topics include engaging stakeholders in the collective vision; utilizing multiple sources of data to drive school improvement; developing a professional growth plan that includes reflection, professional networking, and collegial feedback; maintaining ethical conduct; effective time management; and utilizing new knowledge as a catalyst for change.

EDA 58600 Initial Field Experience and Data Based Decision Making

This course will provide an opportunity for the student to closely study the area of data-based decision making through participation in an internship with a school administrator. Each student will spend at least 90 hours during the semester participating in the activities under the guidance of the professor and an active principal. Topics include identifying school-based problems; collecting, analyzing, and prioritizing data; developing an action plan; using data to make instructional decisions; determining result indicators and monitoring progress; and creating a collaborative team to reflect and improve on day-to-day practice using data.

EDA 58700 Culminating K12 Field Experience

This course will provide an opportunity for the student to closely study the area of administration through participating in an internship with a school administrator. Each

student will spend at least 120 hours during the semester participating in the activities of a building administrator, under the guidance of the professor and an active principal. The student will also survey research in educational administration. The course is required for students who are seeking certification as a school administrator.

EdS School Administration - Initial Certification Program Planning Worksheet

EDUCATIONAL SPECIALIST in SCHOOL ADMINISTRATION (Initial Principal Certification)

Name:		ID:	
Phone:		Lindenwood email:	

For maximum program success, all students must initial to demonstrate he/she understands each item:

To complete the Educational Specialist in School Administration **all students must:**

15. _____ Possess a Master of Arts degree from an accredited college or university with a minimum GPA of 3.0 on a 4.0 scale.
16. _____ Complete application procedures for admission to the university, pay required fees, and be approved by the Dean.
17. _____ **Possess a valid professional teaching certificate in Missouri in order to be eligible for certification as a school administrator in Missouri.**
DESE will not certify anyone for principal certification unless he or she has an initial Missouri teacher certification and a minimum of two years teaching experience.

Please contact your advisor or DESE for current information.

DESE does not currently recognize all types of SLP or Counselor certificates as initial teacher certificate.

18. _____ Complete 30 hours of graduate course work.
19. _____ Complete 21 semester hours at the 60000 level.
20. _____ Maintain a GPA of 3.0 or higher.
21. _____ Complete the degree requirements within five calendar years from the first day of the first term in which program commenced.
22. _____ Submit graduation application by deadline.
23. _____ Complete 300 hours of Internship work under the supervision of a certified School Leader.
24. _____ **Complete and Pass** the Missouri Performance Assessment for Aspiring Principals Assessment

Note: For Certification eligibility, students must also Pass the Pearson 072 Content Test.

* Transfer and Workshop Credit:

25. _____ No more than 9 semester hours from other accredited institutions approved by the Dean and Registrar.
26. _____ All transfer credits must carry a letter grade of "B" or higher from official transcript.
27. _____ No Pass/Fail or Credit courses accepted.
28. _____ All transfer credit must be relevant to proposed program and completed within last 7 years.
29. _____ Upon completion of the EdS in **School Administration**, no more than 9 hours are eligible to transfer to the EdD degree program.

Prerequisite Courses Required for Degree	Hours	Semester Completed	Transferred	Grade	Notes
EDU 57000 Educational Research	3	Semester 1			OR EDT50900 Innovative Mindset
Administration Courses	Hours	Semester Completed			Notes
EDA 50500 Foundations of Educational Leadership	3	Semester 1			45 Internship Hours

EDA 68300 Relational Leadership and Community Outreach in Diverse Societies	3	Semester 2			20 Internship Hours
EDA 68400 Visionary and Innovative Leadership	3	Semester 3			
EDA 64500 Statistics in Educational Administration	3	Semester 4			
EDA 68100 Instructional and Curricular Leadership in Culturally Responsive Schools	3	Semester 2			25 Internship Hours
EDA 68200 Managerial and Ethical Leadership	3	Semester 3			
EDA 668600 Initial Field Experience and Data Based Decision Making	3	Semester 4			90 Internship Hours
EDA 68700 Culminating K12 Field Experience	3	Semester 5			120 Internship Hours
EDA 65000 Specialist Project	3	Semester 5			
Total Program Hours	30				

EdS Course Descriptions (Initial Certification)

EDU 57000 Educational Research

This course is designed in such a way that practitioners will be able to evaluate the results of educational research for use in a variety of educational practices. The student will investigate the basic nature of educational research, along with pertinent methods of data collection and analysis. Emphasis will be placed on research problems, designs, and findings in the student's selected area of emphasis.

EDT 50900 Innovative Mindset

In this course, students will explore theories regarding innovation and the challenges associated with innovating in an educational culture. Students will examine aspects of an innovator's mindset, as well as behaviors and practices conducive to the effecting and sustaining of innovations.

EDA 50500 Foundations of Education Administration

This course will enable the student to develop an understanding for the role of the administrator in education. Topics include federal, state, and local governance in education, models of administrative practices, planning and problem solving techniques and communication skills.

EDA 68100 Instructional and Curricular Leadership in Culturally Responsive Schools

As part of the Educational Specialist (EdS) degree, this course introduces the student to the conceptual tools, theoretical formulations and research findings concerning instructional leadership in the school. This course introduces the student to the conceptual tools, theoretical formulations and research findings concerning instruction and curriculum in the school. Topics include the nature of supervision; an historical perspective of supervision; supervision in culturally responsive schools: development and evaluation of personnel; curriculum development process; horizontal and vertical

alignment of curricula; assessment literacy; data analysis to inform the instructional process, and adult learning theory.

EDA 68200 Managerial and Ethical Leadership

As part of the Educational Specialist (EdS) degree, this course introduces the student to the conceptual tools, theoretical formulations and research findings concerning managerial leadership in the school. This course provides students with the knowledge, skills and strategies to implement operational systems, oversee personnel, and ensure the equitable and strategic use of resources. Topics include maintaining a safe and functional school facility, legal and ethical decisions impacting personnel records and staff evaluation, effective communications, hiring and removal of personnel, legalities of school budgets and major sources of revenue, and non-fiscal resources to support school goals.

EDA 68300 Relational Leadership and Community Outreach in Diverse Societies

As part of the Educational Specialist (EdS) degree, this course introduces the student to the conceptual tools, theoretical formulations and research findings concerning relational leadership in the school. This course equips the student with knowledge and techniques necessary to build and maintain positive relationships with faculty, staff, parents, and community stakeholders to support student learning. Topics include public relations policy, recognition of community structure and communications channels, available resources to support the welfare of every student, strategies and legal implications for building relationships, and promotion of teacher leadership.

EDA 68400 Visionary and Innovative Leadership

As part of the Educational Specialist (EdS) degree, this course introduces the student to the conceptual tools, theoretical formulations and research findings concerning visionary and innovative leadership in the school. This course provides the student with the knowledge and skills to create and implement a shared vision to guide continuous school improvement. The course will also provide the knowledge and skills to create and maintain an effective professional growth plan. Topics include engaging stakeholders in the collective vision; utilizing multiple sources of data to drive school improvement; developing a professional growth plan that includes reflection, professional networking, and collegial feedback; maintaining ethical conduct; effective time management; and utilizing new knowledge as a catalyst for change.

EDA 68600 Initial Field Experience and Data Based Decision Making

As part of the Educational Specialist (EdS) degree, this course introduces the student to the conceptual tools, theoretical formulations and research findings concerning visionary and innovative leadership in the school. This course will provide an opportunity for the student to closely study the area of data-based decision making through participation in an internship with a school administrator. Each student will spend at least 90 hours during the semester participating in the activities under the guidance of the professor and an active principal. Topics include identifying school-based problems; collecting, analyzing, and prioritizing data; developing an action plan; using data to make instructional decisions; determining result indicators and monitoring

progress; and creating a collaborative team to reflect and improve on day-to-day practice using data.

EDA 68700 Culminating K12 Field Experience

As part of the Educational Specialist (EdS) degree, this course introduces the student to the conceptual tools, theoretical formulations and research findings concerning visionary and innovative leadership in the school. This course will provide an opportunity for the student to closely study the area of administration through participating in an internship with a school administrator. Each student will spend at least 120 hours during the semester participating in the activities of a building administrator, under the guidance of the professor and an active principal. The student will also survey research in educational administration. The course is required for students who are seeking certification as a school administrator.

EDA 65000 Specialist Project

This course requires the student to identify, analyze, and report on issues of significant concern to practitioners of educational administration.

EdS Educational Administration - Advanced Certification Program Planning Worksheet

EDUCATIONAL SPECIALIST in EDUCATIONAL ADMINISTRATION

(Advanced Administration Certificate – Superintendent)

Name

Date Advised

Advisor Signature

To complete the Educational Specialist in Educational Administration for Advanced Certification, **all students must:**

- Possess a Master of Arts degree in School Administration from an accredited college or university with a minimum GPA of 3.0 on a 4.0 scale.
- Complete application procedures for admission to the university, pay required fees and be approved by the Dean.
- To obtain the Advanced Superintendent Certificate the student must hold an initial principal certificate.
- Complete 30 hours of graduate course work.
- Maintain a GPA of 3.0 or higher.
- Complete 24 semester hours at the 60000 level of coursework.
- Complete the degree requirements within five calendar years from the first day of the first term in which program commenced.
- Submit graduation application
- Complete 300 hours of Internship Work.

Educational Administration Degree Courses	Hours	Semester Completed	Transferred (up to 9 hours)	Grade	Notes
EDA 53000* Public & Community Relations	3				
EDA 53500* School Facilities	3				
EDA 60000 Instructional Program Leadership & Assessment	3				30 hour Internship w/ District Supervisor 15 hour Internship through Key Assessment
EDA 60500 Advanced School Law	3				
EDA 61000 Human Resources Administration	3				30 hour Internship w/ District Supervisor 15 hour Internship through Key Assessment
EDA 61500 Advanced School Finance	3				30 hour Internship w/ District Supervisor 15 hour Internship through Key Assessment
EDA 62000 School District Administration	3				30 hour Internship w/ District Supervisor 15 hour Internship through Key Assessment
EDA 64100 Superintendent Internship	3				120 hour Internship w/ District Supervisor
EDA 64500 Statistical Research in Ed Admin	3				
EDA 65000 Specialist Project	3				

Total EdS Hours- 30Hours

*** Transfer and Workshop Credit:**

- No more than 6 semester hours from other accredited institutions approved by the Dean and Registrar.
- All transfer credits must carry a letter grade of "B" or higher from official transcript.
- No Pass/Fail or Credit courses accepted.
- All transfer credit must be relevant to proposed program and completed within last 7 years.
- Upon completion of the Ed.S. in Educational Administration (Advanced Certification), no more than 24 hours may be transferred to the Ed.D. Program.

EdS Course Descriptions (Advanced Certification)

EDA 53000 Public and Community Relations

This course equips the student with knowledge and techniques necessary to maintain an effective public relations program for a school. Topics include public relations policy, recognition of community structure and communications channels, a survey of internal and external public, the use of various forms of presentations and maintenance of a positive relationship with the press and media.

EDA 53500 School Facilities

This course will equip the student with the strategies and skills necessary to plan and maintain educational facilities effectively and economically. Topics include space

evaluation, effective use of space for the instructional program, modernization of facilities, planning strategies to meet the educational and community needs and supervision of building personnel.

EDA 60000 Instructional Program Leadership and Assessment

This course is designed as an advanced level course for the study of educational program development, administration and supervision in accordance with the goals and outcomes of the Educational Leadership Program. The course provides a broad overview of the essential elements of education programs including curriculum, instruction, materials and program evaluation recommended by the various learned societies for education administration. The major focus of this course is the enhancement of the student's understanding of the leadership roles and responsibilities of the school administrator in these critical areas.

EDA 60500 Advanced School Law

Constitutional, statutory, and case law that relates to all staff personnel, students, school district and other allied governmental units is investigated, analyzed and discussed. Special emphasis is given to the study of contracts, dismissals, tenure, retirement, pupil injuries, liability of school personnel, school district and board members' legal rights and responsibilities.

EDA 61000 Human Resource Administration

This course studies the planning processes and procedures required in implementing policies and practices of school human resource administration. This include both instructional, administrative and support personnel.

EDA 61500 Advanced School Finance

This course is the study of school budgeting procedures, expenditure and revenue accounting, and problems related to local, state, and federal financing of public school operations. The Missouri Uniform Accounting System for Public Schools is utilized in the development of a school finance project.

EDA 62000 School District Administration

This course includes an analysis and discussion relating to current problems of school management involving decision-making, data collection and operations. Special attention will be given to administrator board relationships, management team development, and public/community relations.

EDA 64100 Educational Administration Internship (Superintendency)

This course provides an opportunity for the student to closely study the area of Superintendency through participation with veteran district superintendents. Each student will spend at least 120 hours participating in the activities of at least two district superintendents, under the guidance of a professor. This is the culminating course for the program.

EDA 64500 Statistics in Educational Administration

This course examines introductory statistical techniques used in the analysis of data and helps students in the development of a Specialist Project proposal. Class sessions will help students develop research ideas and move from ideas to written drafts of a proposal.

EDA 65000 Specialist Project

This course requires the student to identify, analyze, and report on issues of significant concern to practitioners of educational administration.

Edd Educational Administration - Advanced Certification Program Planning Worksheet

DOCTORATE IN EDUCATIONAL ADMINISTRATION (Advanced Certification-Superintendent)

Name:		ID:			
Phone:		email:			
Certification Area:		Sem Start at LU:			
<u>For maximum program success, all students must initial to demonstrate he/she understands each item:</u>					
To complete the <u>Doctorate in Educational Administration (Advanced Certification – Superintendent)</u> all students must:					
<ol style="list-style-type: none"> 1. Maintain a GPA of 3.5 or higher within the EdD Program 2. Complete a minimum of 24 hours in residence. Complete a minimum of 42 hours beyond the master's degree. 3. Earn no more than two C's during the entire program of study. 4. Pass the comprehensive exam. 5. Student must complete coursework and comprehensive exam, and successfully defend the dissertation within 5 years of starting the program. 6. Enroll in EDA 78000 for each semester the dissertation is NOT complete 7. Take the Pearson #59 exam for Missouri certification. 					
* Transfer Credit:					
<ol style="list-style-type: none"> 8. Upon completion of the EdS in Educational Administration (Advance Certification), no more than 24 hours may be transferred to the ED Program. 9. Upon completion of the EdS in School Administration (initial Certification) or MA in School Administration (Initial Certification), no more than 9 hours are eligible to transfer to the EdD Program. 					
Master's Level Requirements	Hours	Semester Completed	Transferred	Grade	Notes
* EDA 53000 Public and Community Relations	3				Can substitute with another 5000-level education course
* EDU 57000 Educational Research	3				Can substitute with another 5000-level education course
<i>*If not completed prior to entrance, must be in the first two semesters within program</i>					
Core Courses Required for Degree	Hours	Semester Completed	Transferred	Grade	Notes
EDA 70000 Instructional Program Leadership & Assessment	3				
EDA 71000 Human Resources Administration	3				
EDA 71500 Advanced School Finance	3				
EDA 72000 School District Administration	3				
EDA 76500 Administrative Decision Making	3				

Elective Courses	Hours	Semester Completed	Transferred	Grade	Notes
EDA75500 Sem in Ed leadership	3				
	3				
Internship Requirements	Hours	Semester Completed	Transferred	Grade	Notes
EDA 74100 Superintendent Internship	3		transfer		
Research Requirements	To obtain your degree and be able to walk in the graduation ceremony in May, you must submit application by December 30 of prior year. See Degree Application Deadlines.				
EDA 74500 Statistics in Educational Administration	3				
EDA 76700 Quantitative Methods in Ed Research –OR- EDA 76800 Qualitative Methods in Ed Research	3				Pre-Req EDA 64500/74500 Statistics in Ed Admin
EDA 75000 Capstone I	3				
EDA 77000 Capstone II	3				
Degree Application Deadline:	To obtain your degree and be able to walk in the end of semester graduation ceremony, you must submit degree application by either December 31 for May or May 31 for December graduations. The dissertation, approved by all three committee members, must be submitted to Director of Graduate Research by first day of commencement semester to walk in ceremony				
EDA 77500 Capstone III (<i>PreReq – All previous coursework including Capstone II as well as Comp Exams successfully completed</i>)	6				Publication Fee \$500.00
EDA 78000 Capstone Experience	(1)				Students must enroll in EDA 78000 for each semester they have not completed dissertation. One credit cost each semester during Fall/Spring semesters. Not part of 48 hours
Total Program Hours	48				

EdD Course Descriptions (Advanced Certification)

**Please consult the EdD Handbook for specific course descriptions

FOLIOTEK

Foliotek is an ePortfolio used in the School of Education to store information related to a student's progress throughout the program. Certain course assessments are tracked to determine your progress mastering key concepts, surveys are conducted to get your feedback on various aspects of the program, and Disposition surveys are completed by the student and instructors periodically through the program to measure a student's growth in soft skills. Students will also upload various documents related to state certification for verification of completion.

MISSOURI STATE STANDARDS FOR SCHOOL ADMINISTRATORS

Domain 1 – Visionary Leadership

1. Knows the importance of a vision and how it relates to the context and culture of the school community
2. Understands the importance of all stakeholders knowing the collective mission, vision and core values
3. Understands how multiple sources of data are connected to a mission, vision and core values and the legal and ethical handling of information

Domain 2 – Instructional Leadership

4. Understands standards as they apply to horizontal and vertical alignment of local curricula and content areas
5. Understands a variety of research-based instructional practices and how to appropriately match learning content
6. Understands and engages in meaningful feedback related to effective teacher practice
7. Understands how to assess student learning using a variety of formal and informal assessments
8. Knows, uses and understands multiple strategies for analyzing data to inform the instructional process
9. Understands the principles of adult learning and how these help develop teacher capacity and legal decisions impacting instruction

Domain 3 – Managerial Leadership

10. Knows how a safe and functional school facility and grounds support student learning

11. Understands how routines, procedures and schedules support the school environment
12. Understands tools used to determine key attributes of effective personnel and the legal and ethical decisions impacting evaluation
13. Understands the necessity of establishing and communicating clear expectations, guidelines and procedures respecting the rights of all staff and students
14. Understands the role of observation, feedback and intervention for improving or removing personnel
15. Is knowledgeable of legal and ethical requirements regarding personnel records and reports
16. Understands the legalities of how a school budget works and the major sources of revenue available to support school goals and priorities
17. Understands how non-fiscal resources support school goals and priorities

Domain 4 - Relational School Leadership

18. Knows how and why analysis of student demographics is used to determine the overall diversity of a school and its impact on the teaching and learning process
19. Understands the in-school and out-of-school strategies and resources available to support the welfare of each student
20. Understands how to build positive relationships in support of student learning and well-being
21. Understands the components of building effective relationships with staff and cultivating ethical behaviors in others
22. Understands how to develop a culture of support and respect among staff
23. Serves as a teacher leader and understands the importance of promoting teacher leadership
24. Understands a variety of strategies and legal implications for building relationships with families
25. Recognizes the importance of building positive relationships with other community stakeholders

Domain 5 – Innovative Leadership

26. Recognizes knowledge, skills and best practices that support continuous professional growth

27. Understands the need for professional networks as a key element of professional growth
28. Understands the importance of reflection and a commitment to ongoing learning
29. Understands the importance of feedback for improving performance
30. Understands how time management is a key factor for maintaining a focus on school priorities
31. Recognizes that beliefs based on new knowledge and understandings are used as a catalyst for change
32. Is flexible and willing to vary an approach when circumstances change and models ethical personal conduct

STATE CERTIFICATION REQUIREMENTS (Initial Certification)

Pearson Content Test

The Pearson Content Test consists of 80 multiple-choice questions and two constructed-response questions. It is completed online and takes approximately three hours. Students are advised to take the test late in the semester when they are enrolled in the Field Experience course, or the semester following graduation. The test is cumulative and focuses on the following Content Domains:

Domain I – Vision Leadership, School Culture, and the Instructional Program (Multiple-Choice)

- Competency 001 – Understand how to facilitate the development, articulation, implementation, and stewardship of a school vision of success for all students that is supported by the school community.
- Competency 002 – Understand how to create and sustain a positive school culture and learning environment that promote excellence and equity for all students.
- Competency 003 – Understand how to provide an effective instructional program using research-supported best practices in instruction and assessment that promote academic success for all students.
- Competency 004 – Understand how to provide professional development opportunities and create comprehensive professional growth plans that support school improvement and promote learning for all students.

Domain II – Organizational Management and Collaboration with Stakeholders (Multiple-Choice)

- Competency 005 – Understand organizational and operational management, including relevant structures, policies, and procedures, and their use in ensuring a safe, efficient, and effective learning environment and supporting the school's vision and goals.
- Competency 006 – Understand human, fiscal, and material resource management that is effective, legal, equitable, and aligned and supports attainment of the school's vision and goals.
- Competency 007 – Understand how to communicate and collaborate with parents/guardians and other stakeholders inside and outside the school, respond to diverse community interests and needs, and mobilize community resources to support and positively affect learning.
- Competency 008 – Understand the personal and professional responsibilities of principals/directors, including legal and ethical principles and practices.

Domain III – Planning for Improved Student Success (Writing Prompt 1)

- Competency 0009 – Prepare a response in which you discuss steps you would take in developing a plan to address a specified school issue related to student learning.

Domain IV – School Data Assignment (Writing Prompt 2)

- Competency 0010 – Prepare a response in which you analyze student achievement data for a particular school and describe how you would address an issue shown in the data.

Performance Assessment

Effective educational leadership is measured in multiple ways as the aspiring leader completes degree and certification requirements in his/her preparation program. The new prospective leaders must demonstrate competence in vision, instruction, management, relations, and innovation. However, one specific evaluation that is common to all educational administration preparation programs is the use of a performance assessment that focuses on instruction.

The purpose of this performance assessment is to determine the extent to which the aspiring principal is prepared to assume the duties of instructional leader. Students will work on the performance assessment during their final semesters in the program as part of coursework in Initial Field Experience and Data-Based Decision Making (Steps 1 and 2) and Culminating Field Experience (Steps 3 and 4 as well as the final draft). The performance assessment is submitted at the end of Culminating Field Experience as one component of Initial Principal Certification.

The performance assessment consists of four steps that are aligned with the Missouri Leader Domains and Competencies.

Step I: Visionary Leader, Competencies 1 and 3

- “Knows the importance of a vision and how it relates to the core values and culture of the school community”
- “Understands how multiple sources of data are connected to a mission, vision, and core values”

Step II: Relational Leader and Innovative Leader, Competencies 20 and 26

- “Understands the importance of building effective relationships with staff”
- “Recognizes knowledge, skills, and best practices that support continuous professional growth”

Step III – Managerial Leader, Competencies 11 and 13

- “Understands how routines, procedures, and schedules support the school environment”
- “Understands the necessity of establishing and communicating clear expectations, guidelines, and procedures”

Step IV – Innovative Leader, Competencies 28 and 31

- “Understands the importance of reflection and a commitment to ongoing learning”
- “Recognizes that beliefs based on new knowledge and understandings are used as a catalyst for change”

Field Experience

Students are required to complete a six-month internship in order to qualify for Missouri’s Initial-Principal certification. The internship takes place in the Initial Field Experience and Data-Based Decision Making course and the Culminating Field Experience Course during the final semesters of the student’s program. During the internship, students will complete a majority of the required 300 internship hours.

FIELD EXPERIENCE (Initial Certification)

Placement Information Form

Administrative Internship Placement Form: Major Area

Internship Time Requirement:

200 hours in Major Area, 50 hours in Minor Area, 50 hours Student Choice

Student Name: _____

Student Number: _____

Phone # _____ Email

Name of Assigned Mentor:

Major Experience Area: Elementary Secondary

Supervising Administrator

Phone # _____ Email

School Name

School Address

School Website

Information about the school:

Student Population: _____

of Faculty: _____

of Support Staff: _____

Briefly describe the level of diversity of faculty and students:

Administrative Internship Placement Form: Minor Area

Internship Time Requirement:

200 hours in Major Area, 50 hours in Minor Area, 50 hours Student Choice

Student Name: _____

Student Number: _____

Phone # _____ Email

Name of Assigned Mentor:

Minor Experience Area: Elementary Secondary

Supervising Administrator

Phone # _____ Email

School Name

School Address

School Website

Information about the school:

Student Population: _____

of Faculty: _____

of Support Staff: _____

Briefly describe the level of diversity of faculty and students:

Internship Hours Log

Administrative Internship Activities Verification Log Sheet

Please record your hours as you complete your activities. Obtain the signature of your supervising administrator as you complete each date and time.

Internship Time Requirement 300 hrs.

Name: _____ School: _____

Major Experience Area: Elementary Secondary

Supervising Administrator _____

Visionary Leader (Domain I) – Major Experience Area – Minimum 10 hours				
Date	Hours	Competency	Activity	Supervisor Signature
Instructional Leader (Domain II) – Major Experience Area – Minimum 50 hours				
Instructional Leader (Domain II) – Minor Experience Area – Minimum 15 hours				
Managerial Leader (Domain III) – Major Experience Area – Minimum 70 hours				

Managerial Leader (Domain III) – Minor Experience Area – Minimum 20 hours				
Relational Leader (Domain IV) – Major Experience Area – Minimum 50 hours				
Relational Leader (Domain IV) – Minor Experience Area – Minimum 15 hours				
Innovative Leader (Domain V) – Major Experience Area – Minimum 20 hours				
Student Choice – Major or Minor Experience Area – Minimum 50 hours				

Ideas for Internship Hours

Many of a student's internship hours will be logged in specific classes as a result of completing coursework related to the 5 Domains and state certification requirements such as the performance assessment. Below is a list of other ways to secure internship hours:

Domain I – Visionary Leader

- Facilitate review and revision of Student Handbook
- Work with School Improvement Plan, grade-level goals, etc.
- Work with New Teacher Program
- Analyze district report card/building report
- Work with Curriculum Alignment and Standards, Curriculum Assessment, and/or Curriculum Development
- Facilitate review and revision of school mission and vision
- Serve on a committee addressing standards, assessment, etc.

Domain II – Instructional Leader

- Work on building-wide discipline plans or academic guidelines
- Assist with grade level/course level common assessment development
- Work with ELL students
- Facilitate instructional materials selection process
- Learn more about the role of principal as Instructional Leader
- Develop and model portfolios for teachers
- Review IEPs
- Attend workshops, seminars, conferences for instructional leaders
- Learn about instructional leader strategies
- Review the school evacuation plan
- Review the process of evaluating school personnel
- Review the role of the principal in personnel management and supervision
- Observe or participate in “walk-through” or “look-for” supervision
- Create building-level study teams or book groups

Domain III – Managerial Leader

- Plan and supervise student activities
- Attend and plan a student orientation
- Review the district policy/building procedure handbook
- Create a scheduling plan for the building
- Interview new teacher candidates
- Create/revise/review recruitment and retention plan
- Participate in induction of new teachers
- Track discipline referrals and analyze for improvement
- Review/revise teacher handbook
- Learn about the principal's role in food service and transportation service
- Plan and conduct a faculty meeting
- Attend a Board of Education meeting
- Assist with the school crisis plan

- Review Fire Marshall reports/fire and disaster drill records
- Review insurance audit of building
- Review building safety procedures and guidelines
- Collaborate on budget decision-making
- Become familiar with accreditation requirements, schedule, etc.
- Attend Administrative Team Meetings in the district
- Review the district's code of ethics
- Study enrollment projections
- Attend in-service training for district teachers
- Talk to principal to learn more about budgeting, after school programs, food services, custodial services, counseling services, library services, etc.
- Review technology use policy and offer suggestions for improvement

Domain IV – Relational Leader

- Recognize those showing character
- Celebrate diversity in the school
- Work with community relations
- Participate in organizing parent conferences
- Analyze how the school works with diverse populations
- Study board/administration relationships and school/community relationships
- Visit alternative school setting in district or another district
- Coordinate monthly student recognition and or teacher recognition
- Submit local newspaper articles highlighting student achievement
- Survey parents about school policies and procedures
- Facilitate community agency assistance to students and families
- Share character education information with local media
- Involve students in community service events
- Work with district public relations office
- Identify stakeholder groups within the district
- Provide multi-lingual newsletters and other school communications
- Provide opportunities for speakers/programs for parents
- Track number of referrals of students and families to community agencies
- Meet with office staff, business staff, maintenance staff, grounds, custodial, etc.
- Attend parent advisory committee meetings

Domain V – Innovative Leader

- Create building staff development opportunities
- Create/review/revise building staff development plan
- Assisting with planning building/district professional development
- Lead in-service, professional development, etc.
- Become an active member of a state or national organization
- Visit with DESE supervisors about specific programs such as transportation, Chapter I, At-Risk, etc.
- Attend administrative conference or workshop
- Revise and maintain a yearly comprehensive professional growth plan

- Visit with DFS staff about school attendance requirements, child abuse, and services available
- Visit with law enforcement officials concerning legal issues in dealing with juveniles
- Visit with county health officials about services available
- Serve on a district or building-wide focus group, book study, strategic planning, etc.
- Review the use of technology in administrative functions
- Research and provide staff with professional reading material
- Work to improve the school web site and social media presence
- Establish/review/revise a character education program for the school
- Plan assemblies that have role-plays and examples of good character
- Analyze the use of technology throughout the school

Site Supervisor Evaluation Form

Supervisor Evaluation for School Administration Candidate Internship

The purpose of our students completing Internship hours to qualify for Initial Principal Certification is to provide a variety of experiences that will contribute to their skills and knowledge base created throughout the program. These skills and experiences fit under one or more of the Domains established for Missouri Principal Certification. For each of the following Domains and prompts, indicate a ranking that indicates where you feel the student is as they approach the end of their internship course.

Criterion	Exceeds Expectations	P o i n t s	Meets Expectations	P o i n t s	Approaching Expectations	P o i n t s	Below Expectations	P o i n t s
Domain 1 – Visionary Leadership	The student has demonstrated a complete understanding of the importance of a vision and how it relates to the core values of the school community, and has the knowledge and skills to develop and share the mission and vision with key stakeholders.	4	The student has an understanding of the importance of a vision and how it relates to the core values of the school community, and has most of the knowledge and skills to develop and share the mission and vision with key stakeholders.	3	The student has a partial understanding of the importance of a vision and how it relates to the core values of the school community, and has some of the knowledge and skills to develop and share the mission and vision with key stakeholders.	2	The student has little or no understanding of the importance of a vision and how it relates to the core values of the school community, and has little knowledge on how to develop and share a mission and vision with key stakeholders.	1
Domain 2 – Instructional Leadership	The student has demonstrated a complete understanding of how to create a viable curriculum, implement research-based instructional practices, and assess student learning using a variety of formal and	4	The student has an understanding of how to create a viable curriculum, implement research-based instructional practices, and assess student learning using a variety of formal and informal assessments.	3	The student has demonstrated some understanding of how to create a viable curriculum, implement research-based instructional practices, and assess student learning using a variety of formal and	2	The student has demonstrated little or no understanding of how to create a viable curriculum, implement research-based instructional practices, or assess student learning.	1

	informal assessments.				informal assessments.			
Domain 3 – Managerial Leadership	The student has demonstrated an ability to implement operational systems to support student learning, oversee personnel to effectively meet student needs, and utilize a variety of resources to support the school environment	4	The student understands how to implement operational systems to support student learning, oversee personnel to effectively meet student needs, and utilize resources to support the school environment	3	The student has demonstrated limited understanding of how to implement operational systems to support student learning, oversee personnel to effectively meet student needs, and utilize resources to support the school environment	2	The student has demonstrated little or no understanding of how to implement operational systems to support student learning, oversee personnel to effectively meet student needs, or utilize resources to support the school environment	1
Domain 4 - Relational School Leadership	The student has demonstrated the ability to develop positive and ethical relationships with all key stakeholders of the school in order to build a culture of respect to support the learning and well-being of all students.	4	The student understands how to develop positive and ethical relationships with all key stakeholders of the school in order to build a culture of respect to support the learning and well-being of all students.	3	The student has demonstrated limited understanding of how to develop positive and ethical relationships with all key stakeholders of the school in order to build a culture of respect to support the learning and well-being of all students.	2	The student has demonstrated little or no understanding of how to develop positive and ethical relationships with all key stakeholders of the school in order to build a culture of respect to support the learning and well-being of all students.	1

Domain 5 – Innovative Leadership	The student has demonstrated the ability to develop a professional growth plan that utilizes reflection and new knowledge, as well as the ability to be flexible and willing to vary an approach when circumstances change.	4	The student understands how to develop a professional growth plan that utilizes reflection and new knowledge, and the need to be flexible and willing to vary an approach when circumstances change.	3	The student has demonstrated limited understanding of how to develop a professional growth plan that utilizes reflection and new knowledge, and the need to be flexible and willing to vary an approach when circumstances change.	2	The student has demonstrated little or no understanding of how to develop a professional growth plan that utilizes reflection or new knowledge, nor a willingness to be flexible and willing to vary an approach when circumstances change.	1
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SURVEYS

Dispositions Survey

A dispositions survey is completed for each student throughout the program as follows:

- The course instructor will complete an initial survey, and the student will complete his/her first self-assessment in EDA50000.
- In the second to last semester in one or more courses associated with internship hours, surveys will be completed by the course instructor and the student's Lindenwood-assigned mentor.
- In the Field Experience course, the course instructor will complete a final survey, and the student will complete his/her final self-assessment.

Site Supervisor Evaluation Form

Supervisor Evaluation for School Administration Candidate Internship

The purpose of our students completing Internship hours to qualify for Superintendent Certification is to provide a variety of experiences that will contribute to their skills and knowledge base created throughout the program. These skills and experiences fit under one or more of the Standards established for Missouri Superintendent Certification. For each of the following standards and prompts, indicate a ranking that indicates where you feel the student is as they approach the end of their internship course.

Criterion	Exceeds Expectations	Points	Meets Expectations	Points	Approaching Expectations	Points	Below Expectations	Points
Standard 1 - Vision, Mission, and Goals	The student has demonstrated the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.	4	The student has shown a general understanding of how to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.	3	The student has a partial understanding of how to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.	2	The student has little or no understanding of how to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.	1

Standard 2 - Teaching and Learning	The student has demonstrated the knowledge and ability to ensure the success of all students by promoting a positive culture of learning, providing an effective instructional program that applies best practice to student learning, and ensuring comprehensive professional growth plans for staff.	4	The student has shown a general understanding of how to ensure the success of all students by promoting a positive culture of learning, providing an effective instructional program that applies best practice to student learning, and ensuring comprehensive professional growth plans for staff.	3	The student has a partial understanding of how to ensure the success of all students by promoting a positive culture of learning, providing an effective instructional program that applies best practice to student learning, and ensuring comprehensive professional growth plans for staff.	2	The student has little or no understanding of how to ensure the success of all students by promoting a positive culture of learning, providing an effective instructional program that applies best practice to student learning, and ensuring comprehensive professional growth plans for staff.	1
Standard 3 - Management of Organizational Systems	The student has demonstrated the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.	4	The student has shown a general understanding of how to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment. .	3	The student has a partial understanding of how to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.	2	The student has little or no understanding of how to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.	1

Standard 4 - Collaboration with Families and Stakeholders	The student has demonstrated the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	4	The student has shown a general understanding of how to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	3	The student has a partial understanding of how to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	2	The student has little or no understanding of how to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	1
Standard 5 - Ethics and Integrity	The student has demonstrated the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.	4	The student has shown a general understanding of the need to ensure the success of all students by acting with integrity and in an ethical manner.	3	The student has a partial understanding of the need for professionalism and ethical behavior to ensure the success of all students.	2	The student has little or no understanding of the need for professionalism and ethical behavior to ensure the success of all students.	1
Standard 6 - The Education System	The student has demonstrated the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.	4	The student has shown a general understanding of how to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context	3	The student has a partial understanding of how to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context	2	The student has little or no understanding of how to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context	1

Standard 7 - Professional Development	The student has demonstrated the knowledge and ability to remain current on best practices in education administration and school-related areas.	4	The student understands how to remain current on best practices in education administration and school-related areas.	3	The student has a limited understanding of how to remain current on best practices in education administration and school-related areas.	2	The student has little or no understanding of how to remain current on best practices in education administration and school-related areas.	1
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A copy of the Dispositions survey can be found in Appendix B

Exit Survey

Students will complete an exit survey during their Field Experience course in which they self-assess their level of preparation for being a principal. Once students secure an administrative position, DESE will issue a First-Year Principal Survey toward the end of the academic year to allow students, as well as their supervisor, to determine their level of preparation. Both of these surveys ask the same questions, and are used by Lindenwood University to review and revise our courses and curriculum. A copy of the questions asked on the Exit Survey/First-Year Principal Survey can be found in Appendix C.

PROGRAM CHECKLIST (Initial Certification)

Lindenwood School Administration Program Checklist

- Admission to Program
 - Applied to Lindenwood Graduate School through webpage
 - Sent transcripts
 - Participated in Admissions Interview
- Establish and Maintain Foliotek Account
- Completion of Coursework
 - Completed all Core and Administration Courses
 - Maintained GPA of 3.0
- Successful Completion of 300 Internship Hours
 - 200 hours in Major Emphasis Area (Secondary or Elementary)
 - 50 hours in Minor Emphasis Area (Secondary or Elementary)
 - 50 hours in Student Choice Area (Secondary or Elementary)
- Successful Completion of Aspiring Principal Performance Assessment
- Successful Completion of the Pearson Content Test (before or after graduation)
- Degree Awarded
- Participation in Commencement Ceremony

APPENDICES

Appendix A – Performance Assessment

PERFORMANCE ASSESSMENT FOR ASPIRING BUILDING ADMINISTRATOR

A REQUIRED ACTION RESEARCH ACTIVITY INSTRUCTIONAL PERFORMANCE ASSESSMENT FOR ASPIRING BUILDING ADMINISTRATOR

Effective educational leadership is measured in multiple ways as the aspiring leader completes degree and certification requirements in his/her preparation program. The new prospective leaders must demonstrate competence in vision, instruction, management, relations, and innovation. However, one specific evaluation that is common to all educational administration preparation programs is the use of a performance assessment that focuses on instruction.

The purpose of this performance assessment is to determine the extent to which the aspiring principal is prepared to assume the duties of instructional leader.

The responses to the prompts must specifically and thoroughly answer each one in such manner that any reader will know exactly how to replicate the responses. Attention must be given to proper writing style, including grammar, spelling, and composition; therefore, it is imperative that the respondent proof the work before it is submitted. Likewise, this activity and the prompts that guide the candidate through the process of completing this experience must be answered in the exact order in which the prompts are presented.

Overall Domain for this action research activity:

Instructional Leader: Competencies: 5, 7, 8, 9

Note: While the instructions indicate “approximately” one page, several of the responses may only require a paragraph to effectively address the prompt.

PERFORMANCE REQUIREMENTS

The steps to complete this activity are organized around the instructional domain that research and best practices indicate contribute to students, staff, and school leaders' success.

Step I: Domain: Visionary Leader**Competencies: 1, 3**

- 1 “Knows the importance of a vision and how it relates to the core values and culture of the school community”
- 3 “Understands how multiple sources of data are connected to a mission, vision, and core values”

Prompt 1: In approximately one-page, double-spaced narrative, identify a problem or area of concern related to instruction and include the rationale for this being a problem.

Additional Information: Being able to identify a problem is key to any building administrator’s success. For this exercise, you must identify a problem or area of concern related to instruction. You must use building data to support this writing activity and include a rationale.

Artifact 1: Building data sheet to show that this is an instructional problem (can be building data submitted to DESE).

Prompt 2: In approximately one-page, double-spaced narrative, explain what will happen if the problem is not addressed.

Artifact 2: Give one source that demonstrates what might happen if this problem is not addressed.

Prompt 3: In approximately one-page, double-spaced narrative, describe the climate and culture of the building where this problem was addressed.

Artifact 3: Provide supportive evidence that supports the description of the climate and the culture of the building. i.e. survey information, faculty, student, community demographics, attendance rates, average experience, degrees, diversity, etc.

Prompt 4: In approximately one-page, double-spaced narrative, describe the **legal** implications related to staff participation and student outcomes you considered as you worked through this activity, especially as you considered the impact your action plan had on all students, including socio-economic, diversity, special education, ESOL, ethnicity, etc.?

Additional Information: Protecting yourself, staff, and students is critical to the school leader. What issues from school law were relevant to this school improvement endeavor?

Artifact 4: Cite one legal source, case, law article, etc. to support your response

Step II. Domain: Relational Leader**Competency: 20****Domain: Innovative Leader****Competency: 26**

20 “Understands the importance of building effective relationships with staff”

26 “Recognizes knowledge, skills, and best practices that support continuous professional growth”

Prompt 1: In approximately one page, double-spaced narrative, describe the plan you implemented to address the problem identified in Step 1.

Prompt 2: In approximately one-page, double-spaced narrative, describe how you implemented the plan that was developed?

Prompt 3: In approximately one-page, double-spaced narrative, explain how you worked with your team and stakeholders to decide what activities and best practice information were shared and used by the faculty and staff.

Artifact 1: Sample journal article or other reputable source.

Prompt 4: In approximately one-page, double-spaced narrative, explain how you communicated with the implementation or leadership team, faculty, and staff to ensure that the plan was followed or implemented.

Artifact 2: Sample communications (letter, email, meeting agenda) presented to the team, faculty and/or staff.

Prompt 5: In approximately one-page, double-spaced narrative, describe how new knowledge or professional learning activities were provided to the staff.

Additional Information: Your staff had to receive new knowledge-building activities or training. In other words, for staff to understand the plan or new initiative, new knowledge or learning activities would be required for the professional staff.

Artifact 3: Sample agenda or professional learning activity notice to staff.

Prompt 6: In approximately one-page, double-spaced narrative, explain to what extent the staff benefitted from the professional learning activity and how did you know?

Artifact 4: Sample survey with one participant's response.

Step III: Domain: Managerial Leader Competencies: 11, 13

11 "Understands how routines, procedures, and schedules support the school environment"

13 "Understands the necessity of establishing and communicating clear expectations, guidelines, and procedures"

Prompt 1: In approximately one-page, double-spaced narrative, describe the schedule of events (routines, procedures, schedules) that kept you on target to fix the problem you identified and describe the procedural steps you established for this group.

Artifact 1: Schedule of events: timeline.

Prompt 2: In approximately one-page, double-spaced narrative, explain how you set goals (outcomes) for this activity that aligned to the plan.

Artifact 2: Goals or anticipated outcomes that were developed by this group.

Prompt 3: In approximately one-page, double-spaced narrative, describe the key people who helped you resolve this problem and describe how each person contributed to the solution.

Artifact 3: List the leadership team members, their title/position, and years in the district.

Prompt 4: In approximately one-page, double-spaced narrative, describe how you motivated faculty and/or staff to support your effort.

Artifact 4: Copy of the communication used to request their participation or communication used to keep staff motivated throughout the work on the problem/challenge. This may be an email, personal note, general announcement, or formal invitation.

Prompt 5: In approximately one-page, double-spaced narrative, describe the check points that were built-in to provide formative assessment, and describe the summative evaluation process at the end to know whether the outcomes were met.

Artifact 5: Pre- and post-test classroom or building data, survey of teachers, state assessment data, other district data.

Step IV. Domain: Innovative Leader Competencies: 28, 31

28 “Understands the importance of reflection and a commitment to ongoing learning”

31 “Recognizes that beliefs based on new knowledge and understandings are used as a catalyst for change”

Prompt 1: In approximately one-page, double-spaced narrative, describe your thoughts at the beginning of this performance assessment as it related to the people involved. In other words, how did you prepare yourself for being the effective leader that was needed to complete this challenge?

Prompt 2: In approximately one-page, double-spaced narrative, write a self-reflection on the success or failure of this experience. Use evidence to validate your reflection.

Prompt 3: In approximately one page, double spaced narrative, describe what you would do differently and what you would do identically/similarly if you had the opportunity. Use evidence to validate your reflection.

Prompt 4: In approximately one page, double spaced narrative, describe the leadership skills you gained through your experience and discuss why you are a better leader as a result of this activity? Use evidence to validate your experience.

Appendix B – Dispositions Survey

DISPOSITION SURVEY FOR SCHOOL ADMINISTRATION CANDIDATES

Administrator candidate	Major Concern	Minor Concern	No evidence of concerns
Communicates professionally both verbally and in writing. (Domain 3.4; ILO 3.1,3.2)	Errors in writing or speaking interfere with meaning. Under stress, may become angry or disrespectful.	Frequent errors in grammar when speaking or writing. Lack of etiquette when writing emails.	Addresses faculty and supervisors appropriately and professionally in person and in email or other communication. Recognizes need for face-to-face meetings rather than emails when necessary.
Displays the qualities of a compassionate, caring professional who is others-centered. (Domain 4.3; ILO 2.5)	Lacks self-control. Becomes visibly annoyed with others. Consistently puts himself/herself first.	Occasionally shows disinterest in others. Does not consistently display empathy or concern for those around him/her.	Demonstrates empathy and concern for others. Enjoys working with others. Understands the value of cultivating strong relationships with others.
Demonstrates respect for self and others. Is respectful of diversity within the classroom and the broader context. (Domain 4.4; ILO 2.5)	Speaks rudely to professor or supervisor, or consistently interrupts while others are talking. Uses racial slurs or otherwise demeans a culture or group of people. Is unwilling to participate in a discussion with those who hold differing views.	Occasionally interrupts professor or supervisor. Becomes uncomfortable in discussion with those who hold differing views. May unintentionally reinforce stereotypes due to lack of experience.	Is polite and follows etiquette when participating in class or working in school settings. Actively listens while others are speaking. Recognizes stereotypes of groups of people and works to expand his or her own understanding. Is open to differing opinions and perspectives.
Sets high expectations for self and others to enhance professional knowledge/improvement. (Domain 5.1)	Is unable or unwilling to find information or resources on own. Asks same question repeatedly. Does not have goals established for improvement.	Is occasionally unable to find information or resources. Shows little engagement in material outside of earning a grade. Has some goals, but does not have an action plan.	Can find all necessary information consistently but asks questions when needed. Takes notes or stores resources for later use. Has goals/high expectations and action plans for improvement.
Understands the value of working with others. Interacts and collaborates appropriately. (Domain 5.2; ILO 4.2))	Working with peers typically results in conflict, or student contributes little to group collaboration.	Does not “carry their weight” with a group. Able to resolve conflicts in a group most of the time. Does not suggest further collaboration or professional development.	Can productively contribute to a group of peers and resolve any conflicts that arise. Interactions with peers are generally friendly and supports professional development for all.
Demonstrates enthusiasm and	Displays ambivalence toward the career of	When articulating reasons for becoming an	Enjoys the tasks and responsibilities of being a

persistence for the career of administration. (Domain 5.3)	school administration. Displays frustration with requirements and often gives up when presented with challenge.	administrator, he/she focuses on the benefits or indicates that a member of family desires this career for student. Becomes frustrated with requirements.	student and educator. Can articulate reasons he/she wants to be an administrator. Is flexible and adaptable. Embraces a challenge and is willing to try again if first attempt does not succeed.
Responds positively to feedback/constructive criticism, and changes behavior accordingly. (Domain 5.4; ILO 2.3)	Consistently reacts to criticism with anger or defensiveness. Does not change behavior.	Occasionally reacts to criticism with anger or defensiveness. Makes little attempt to change behavior.	Understands the importance of feedback for improving performance. Open to criticism from faculty and peers, and attempts to change behavior. Offers constructive criticism to peers appropriately.
Utilizes good time management, adheres to deadlines and guidelines, and demonstrates a high level of reliability (Domain 5.5)	Regularly misses class or appointments with no explanation. Fails to meet deadlines. Blames others for failure to follow guidelines.	May notify professor or supervisor after the fact of absences. Occasionally misses deadlines. Does not take responsibility and offers excuses.	Informs professor or supervisor of absence in advance. Follows all guidelines and deadlines. Recognizes need for deadlines and asks questions in advance.
Makes ethical decisions. (Domain 5.7; ILO 2.1)	Has been dishonest, or has cheated and/or plagiarized an assignment. Fails to understand or apply confidentiality in a K-12 setting.	Occasionally displays questionable judgment when presented with a scenario.	When presented with case studies, scenarios or real-life situations, the candidate makes ethical decisions and is able to articulate reasoning behind them.
Contributes in a positive way to the classroom or school setting and is flexible and patient. (Domain 5.7)	Is consistently late. Rarely participates in discussions or follows guidelines. Fails to maintain composure in the classroom or school situation. Continues to use distracting electronic device after conversation with faculty or supervisor. Impatient and inflexible with others' ideas.	Is occasionally late. Only contributes or participates about half the time. Is consistently unprepared. Is distracted during class or in school settings. Tends to get impatient and inflexible when there is disagreement.	Is consistently prepared for class and school settings. Actively participates in activities and discussions. Has a sense of humor. Stays on task. Is patient and flexible with self and others about material/ideas.
Displays professional appearance appropriate for the course and school setting.	Dresses inappropriately in the K-12 setting even after meeting with professor or supervisor	Appearance is generally appropriate for the setting. Any issues were resolved after a conversation with professor or supervisor.	Appearance is appropriate for course and school settings. Student dresses appropriately for the situation. Demonstrates good personal hygiene.

Appendix C – Exit Survey / First-Year Principal Survey

Standard 1 - Vision, Mission Goals	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4. I was prepared to effectively communicate the vision, mission, and goals to all staff and stakeholders.					
5. I was prepared to lead the development of vision, mission, and goals that promote the success of all students.					
6. I was prepared to implement strategies to engage my school community in the school's vision, mission, and goals.					
Standard 2: Teaching and Learning	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7. I was prepared to establish a culture that promotes high levels of student learning.					
8. I was prepared to maintain a safe learning environment for the school community.					
9. I was prepared to establish a culture that nurtures positive relationships.					
10. I was prepared to implement effective processes to identify unique strengths and needs of students.					
11. I was prepared to facilitate effective processes for identifying gaps between current outcomes and goals.					
12. I was prepared to use data and research to facilitate learning for all students.					
13. I was prepared to work with personnel to develop professional growth plans for improvement of student learning.					
Standard 3: Management and Organization of Systems					
14. I was prepared to facilitate effective evaluation processes.					
15. I was prepared to offer positive and constructive feedback to personnel.					
16. I was prepared to guide the effective use of resources to support student learning.					
Standard 4: Collaboration with Families and Stakeholders	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
17. I was prepared to support positive relationships with families.					

18. I was prepared to support positive relationships with community members.					
19. I was prepared to collaborate with families to enhance the culture of learning.					
20. I was prepared to build partnerships with community members.					
21. I was prepared to identify key stakeholders in my community.					
22. I was prepared to facilitate community support networks to impact student learning.					
Standard: N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
23. I was prepared to model personal and professional ethical behavior.					
Standard 6: Professional Development	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
24. I was prepared to use research and best practice to guide my professional growth.					
25. I was prepared to use research and best practice to guide professional growth for personnel.					
MENTORING	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
26. Now that you have nearly completed your first year as a school principal, what overall rating would you give the quality of the administrator preparation program you completed?					
27. Did you have a mentor this year?					
28. How often did you meet with your mentor this school year (either formally or informally)?					
29. The mentoring process is non-evaluative.					
30. The support I received from my mentor has helped me improve my practice.					
31. My mentor provided me with the resources I needed to improve my practice.					
32. My mentor provided me with effective support.					
33. I was prepared to reflect on feedback from my mentor.					