OFFICE OF QUALITY PROFESSIONALS AND SPECIAL SCHOOLS
Summary of State Board of Education Agenda Items
April 19-20, 2012

OFFICE OF EDUCATOR LICENSURE

28.   Approval of Request from Mississippi State University for a Masters Degree Program in Educational Leadership as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure Development

Background Information:

All current and proposed Administrator preparation programs, both traditional and alternate route, have recently undergone an in-depth review. MDE contracted with Dr. Joe Murphy from Vanderbilt University to conduct these reviews. Each administrator preparation program was required to submit a proposal to have their program approved or re-approved to meet national ISSLC standards. The board recently approved the Educational Leadership program from William Carey University as the first of those to passed the review. This was followed by the approved Administrator program at Delta State University. In February, the board approved the redesigned Educational Leadership programs at the University of Southern Mississippi and at Mississippi University for Women.

In March of this year, the Certification Commission approved the master's degree program in Educational Leadership from Jackson State University that has been redesigned and meets approval by Dr. Murphy. Also approved are the programs from Mississippi State University and the The Mississippi Community College Foundation's alternate route administrator preparation program called MS Alternate Path to Quality School Leadership.

Recommendation: Approval

Back-up material attached

Consideration of Application for Redesigned School Administration Program
Master of Science in School Administration
Department of Leadership and Foundations
College of Education
Mississippi State University

DATE: February 17, 2012

TO: Commission on Teacher and Administrator Education
             Certification and Licensure and Development

FROM: Dr. Frankie Williams, Department Head, Leadership and Foundations, MSU
             Dr. Richard Blackbourn, Dean, College of Education, MSU

Summary

The Department of Leadership in the College of Education at Mississippi State University (MSU) requests approval to begin offering a redesigned M.S. degree in School Administration effective summer 2013. The narrative presented herewith begins with a summary of the approach taken by the Department of Leadership and Foundations faculty to redesign the school leadership preparation program leading to the M.S. degree in School Administration. Next, summaries are presented from each section of the full application for the redesigned program. The specific sections of the full application include (a) mission and vision, (b) candidate recruitment, (c) candidate selection, (d) curriculum, (e) clinical experience, (f) internship, (g) instruction, (h) candidate assessments, (i) faculty, (j) partnerships, (k) program structure and delivery, and (l) program evaluation and assessment.

Process Used for Redesign

The Department of Leadership and Foundations in the College of Education at Mississippi State University organized a six member Redesign Team and began its redesign process in early Fall 2010. The Redesign Team viewed the process as an opportunity to make significant changes in the MSU school leadership preparation program. The team engaged many practitioners in the redesign process including superintendents, principals, and other district-level practitioners. The team met bi-monthly to implement its work plan. Primary work during this time included (a) reviewing related research, (b) collecting data and dialoguing with practitioners to identify program goals and recommendations, (c) setting the curriculum content and general program design to include embedded clinical experiences and two redesigned internships, and (d) writing course syllabi, assignments, and Educational Leadership Constituents Council assessments.

The Redesign Team was further divided into syllabi writing teams where content was outlined and vetted by local superintendents and principals. Writing teams made modifications based on practitioners' content priorities and ideas for clinical assignments. The teams used Redesign Team meetings to share syllabi drafts and to identify curriculum gaps or repetitions before finalizing syllabi. The curriculum design process was intensive and took a significant amount of time from January- September 2011.

Two new faculty were hired in educational leadership to begin work in August 2011 and participated in the remainder of the Redesign Team's activities. All final program decisions were made by revisiting program priorities, the mission and vision, and the advisement given by practitioners over the past year. Each section of the full application explained (a) the program decisions and rationale as they connected to the mission and vision, (b) the anticipated challenges and how these would be dealt with in program implementation, and (c) ways the redesign will benefit the program's students, local districts, and MSU's role in the region. The full

application was submitted to the Mississippi Department of Education in January 2012. After receiving feedback from Dr. Joe Murphy, an external reviewer for the Mississippi Department of Education, the Redesign Team met to address all recommendations and suggestions. The full application was revised to reflect all of the changes along with specific responses to each item. We are most appreciative to Dr. Murphy for his review of the redesigned program.

Redesigned Program Mission
The redesigned program mission states,
> Our mission is to develop visionary school administrators possessing knowledge and skills to serve as instructional leaders and managers who motivate and inspire others for the purpose of creating high-quality school experiences where all P-12 students are academically successful. By participating in a positive and rigorous leadership preparation program that is embedded in practical field settings, our graduates learn to be creative problem solvers who can build professional learning communities in their schools. Our graduates are advocates for school success and champions for social justice for P-12 students, their families, and communities.

The redesigned program vision states,
> Our vision is to become the school leadership program of choice that is a result of the program providing excellence in leadership preparation, assisting graduates to secure leadership positions, and developing graduates' strengths and capabilities to lead schools that provide a world-class learning experience for all P-12 students.

Candidate Recruitment
The vision for the redesigned program stresses that the new program will become a "program of choice" that sets itself above other programs in terms of its convenience, accessibility, and curriculum relevance to the work of school leaders. Given this vision, the Redesign Team decided on the following recruitment strategies for the redesigned program:
- Partner with local district superintendents and principals to identify potential program applicants based on applicant criteria that is desirable for both districts and the MSU program admissions committee;
- Design and utilize varied recruitment materials (print and online) to attract targeted applicants that have qualities and backgrounds necessary for school leaders—fitting into the program's three curriculum areas (i.e., ability to lead educational program where all students succeed; ability to work with others to strengthen educational program; and ability to manage school operations to strengthen educational program);
- Increase technology use for recruitment by updating websites and online resources on a bi-annual basis;
- Create faculty member Recruitment Teams (RT) to conduct recruitment activities;
- With superintendent approval, RT teams attend district principal meetings to share program redesign information and generate principal involvement to identify individuals who may be viable program applicants.
- With superintendent approval, RT teams provide district-based recruitment sessions so potential applicants have convenient and easy access to MSU faculty for individualized or small group counseling sessions about program application and admissions.
- MSU Department Chair and faculty, work with local superintendents to identify possible incentives for applicants to participate in the new program (i.e., partial tuition for some courses; some release time for school-based clinical/ internship experiences; access to additional professional development offered by districts; funding for textbooks, pipeline model for graduates to be hired in leadership positions, etc.). Given the stressful economic times for districts in 2011-12, this may not be a viable immediate option but will be explored more fully by the time the new program begins in 2013.
- With support of the MSU Department Chair and Dean, use local partners (i.e., Turn-Around Leadership Academy, PREPS Board, and MSU Educational Leadership Advisory Council) to annually share

program redesign concepts and to identify names of potential applicants from local schools/districts. Make personal contact with applicant leads individually or through group recruitment activities held on campus.

- With support from the MSU Department Chair and Dean, provide funding for RT members to attend Mississippi professional organization meetings to provide recruitment presentations and to collect potential applicant leads from practitioners.
- With support from the MSU Department Chair and faculty members, build a Department work culture so that recruitment is a year-round responsibility for all program faculty.

Recruitment was an informal process prior to redesign of the program. The redesigned program offers a new approach to recruitment that is intentional, distributed, and coordinated.

Candidate Selection

The redesigned program will serve applicants from approximately 31 school districts. The Redesign Team made numerous changes to the candidate selection process including goals to achieve the following:

- Select candidates who exceed the minimum requirements set by the MSU Graduate School and who meet criteria that would be most predictive of applicant success in the program and applicant likelihood for employment as a school leader upon program completion.
- Develop a consistent and fair process to use multiple measures and tools as to have a thorough view of the applicant's potential prior to making an admissions decision. Make sure these multiple measures are understood and fit the criteria supported by faculty and practitioner admissions decision makers.
- Begin using applicant criteria that is matched to the work demands of a typical school leader. Identify applicant strengths and growth areas in: (a) instructional expertise, (b) demonstrated leadership experience, (c) work ethic, (d) advocacy for children, (e) work performance through direct supervisor observations (school and district-based), (f) prior academic background, and (g) the personal interview along with standard criteria required by the MSU Graduate School.
- Partner with districts to both recruit applicants and screen applicants for program admissions.
- Increase the number in the applicant pool and also improve on the quality of program applicants admitted.

The process for selection was revised from the existing program and made more detailed in the amount of evidence and information provided about the applicants. Likewise, rating scales, more specified endorsements, and a Behavioral Interview was added to the process. Practitioners will be involved in the new admissions process, rating instruments will be standardized, and the Admissions Committee will receive training in the process to build consistency.

The Redesign Team is anticipating that the increased collaboration on applicant recruitment and selection will result in more program applicants who apply and in an increased percentage of well-qualified applicants— leading to an increase in cohort enrollment. The Redesign Team expects to recruit and admit at least two cohorts of students to begin in 2013, with one cohort on the MSU Starkville campus and one cohort on the Meridian campus. One chief goal of the new selection redesign is to increase the number of applicants in the selection pool and also to have a more performance-based way to access applicants for admission.

Curriculum

The Redesign Team identified three curriculum content categories (see Graphic 1) to be included in the redesigned program. The team utilized the ELCC Standards and Elements (2002) to create the content groupings and list of proposed courses. The group used a zero-based, research supported approach to create these three areas and develop the curriculum courses. A major goal of the Redesign Team was to create an integrated program with several threads woven into the curriculum through all classes and program milestones (i.e., internship, culminating project). The new curriculum threads would help students learn to:

- Accept responsibility for school and student success;
- Make decisions and take appropriate actions that help P-12 students be more successful;
- Communicate and engage others in supporting school efforts;
- Use technology and other resources to impact school success;
- Understand policy, law and ethics as these relate to all aspects of leadership;
- Staff schools and develop teachers to maximize the impact on student learning;
- Provide effective leadership/ management to ensure student learning;
- Understand and engage in their own process of career development and ongoing professional growth—essential to the development of strong school leaders.

The program's conceptual design is driven by research reflecting the role of principals as catalysts for student learning. Great schools don't happen without strong leaders. Program designers considered the immense responsibilities placed on principals and identified critical work areas that would be required for a school to excel.

The Redesign Team recognized that the most important aspect of a school leader's work is the ongoing effort given to providing a high quality educational program for all students. Nothing trumps student learning when it comes to principal success measures. All other leadership responsibilities like working with staff, engaging parents, managing budgets, and providing a safe environment only exist to support the primary goal of student learning. The following graphic shows the three content areas that provide a framework for courses offered in the redesigned program.

Graphic 1
Three Curriculum Content Areas in the MSU Redesigned Program

School leaders prepared in the MSU redesigned program would demonstrate knowledge and skills in three content areas.
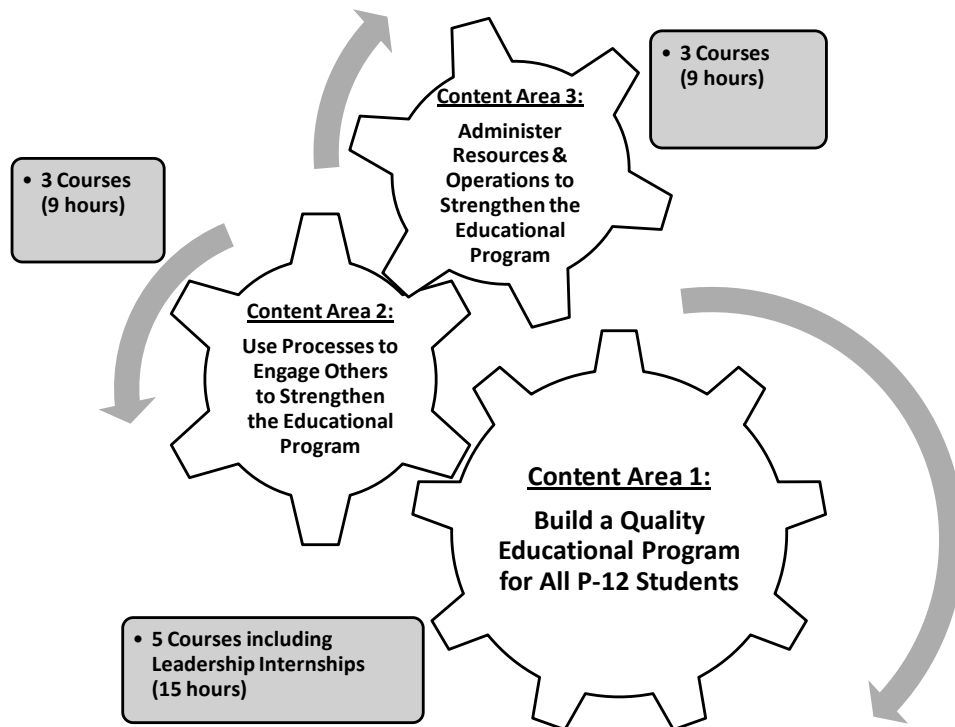
Related to the program's mission and vision, the Redesign Team decided that the priority area was Content Area 1 which targets leaders building quality programs for all students. Content Areas 2 and 3 serve to complement Content Area 1.

With the zero-based approach and the need to create a program running less than two years, the team determined that the program would consist of 33 graduate hours (9 core courses and 2 internship courses). The team created six new courses and redesigned five courses from the original program. The team reviewed each writing team's syllabi and looked for curriculum gaps and overlaps. Superintendents' recommendations were used to revise the new Human Resources course to include more content on teacher supervision and support and to revise a new Curriculum, Instruction, and Assessment course. Likewise, the team decided to drop a traditional Educational Foundations research course that had been included and to substitute a newly designed program evaluation course—believing it would have more practical relevance for aspiring leaders. Descriptions of the three content areas and the eleven courses are presented below:

<u>**Content Area 1: Build a Quality Educational Program for All P-12 Students**</u>
These courses represent the priority core of the program and align to the redesigned program's vision since these courses help program students learn to have a direct impact on P-12 student learning, irrelevant of student demographics (poverty, learning impairments, gender, and race) or school context. These courses also help program students learn the essentials of state and federal school improvement initiatives that target directly classroom instruction, curriculum and assessment.

- **EDL 8623: Leading Curriculum, Instruction, and Assessment (New course)**
  Focus of the course is on helping aspiring leaders learn how to supervise curriculum, instruction, and assessment to promote maximum student learning. General content covered in the course includes the following: Overseeing the teaching and learning process to insure that the written, taught, and tested curriculum are congruent; giving teachers feedback about their teaching; learning about state-of-the-art instructional strategies and learning styles; identifying and meeting needs of all learners; promoting technology to enrich learning; setting and communicating teacher performance expectations; using classroom walk-throughs to assess curriculum implementation; understanding effective curriculum and pedagogy associated with literacy, mathematics education and other P-12 subject areas; knowing state/ federal accountability systems and their application in local school and district settings; identifying current research/ trends for curriculum, instruction, and assessment.

- **EDL 8523: Educating Diverse Learners (New course)**
  Focus of the course is on teaching and learning diversity for particular student populations. The course is designed to help aspiring leaders address the demands that all P-12 students be successful. Leaders learn to understand their roles and specifically what they do to help close learning gaps in their schools. They learn about effective instructional programs and practices for diverse P-12 learners to include (special education students, students from poverty, migrant/ ESL learners, gifted students, students needing 504 accommodations, and students from different ethnic and racial backgrounds). Leaders learn the legal requirements facing schools in serving diverse learners and understand the Mississippi and federal accountability systems and their application to diverse learners. Leaders learn current learning theory to help teachers be effective with diverse learners and learn to assess how schools use interventions and various programs to help diverse learners succeed.

- **EDF 8443: Evaluation of School Programs (New course)**
  The course is designed so aspiring leaders know their role in program evaluation and how to use program evaluation to make effective resource decisions that impact P-12 student learning. Leaders learn the basics of program evaluation design and how to lead program evaluation within the school environment. Heavy focus is on using data for assessing student learning success and learning how to use data to inform instructional programs' design and implementation. Students prepare a program evaluation that can be implemented during Internship I and II.

- **EDL 8513: School Leadership Internship I (Redesigned course)**
  The course gives aspiring leaders approximately 100 hours of school-based experience where they would practice leadership knowledge and skills by focusing primarily on ELCC Standards 2, 3, 4, and 6 (Instructional Leadership, Management, Collaboration, Political Context of School Leadership). These standards are selected to align with the school year work cycle of principals in the late summer and fall terms and to complement what students learned from summer and fall courses. Some of the 100 hours are specific to particular projects. The remaining hours are designed utilizing a contract drafted by the graduate student with assistance and approval from the course professor and the supervising internship principal. The contracted hours provide flexibility in tailoring some of the learning experiences to address the graduate student's unique needs and school context. Seminars are held using district and school personnel to cover specific local processes and expectations for principals.
- **EDL 8613: School Leadership Internship II (Redesigned course)**
  The course gives aspiring leaders approximately 100 hours of school-based experience where they would practice leadership knowledge and skills by focusing primarily on ELCC Standards 1, 2, 3, 5 (Visionary, Instructional, Management and Ethical Leadership). Standard 2 is the priority standard for the internship and is required as part of both internships given the importance of this function in the work of leaders and its alignment to the redesigned program's mission/vision. These specific standards were selected to align with the school year work cycle of principals and to complement what students learned in summer, fall and spring courses. Some project hours are be specific. Some hours are determined by a contract drafted by the student with assistance and approval from the course professor and the supervising internship principal. The contracted hours provide flexibility in tailoring some of the learning experiences to address a graduate student's unique needs and school. University professors host seminars using district, and school instructors to cover specific local processes and expectations for principals.

Content Area 2: Use Processes to Engage Others to Strengthen Educational Program
These courses represent the area of the program where aspiring leaders learn to work with others to advance their school's success with students. Heavy emphasis is on learning to lead others, understand others, and build their ownership in the success of P-12 students and the school. These courses complement Content Area 1 since emphasis here is on working with others to achieve the P-12 school's primary purpose—improved student learning. These courses address the redesigned program's mission and vision given the importance of school leaders working with and through others to achieve school goals.
- **EDL 8433: Using Data for School Improvement (New course)**
  Focus of the course is on how school leaders work with others on comprehensive school improvement planning using assessment data. Content covered in the course includes: analyzing assessment data, data-based vision development to serve as the foundation for long-range planning, short-range strategic planning, and tactical planning; and vision articulation through developing long-range plans, strategic plans, and tactical (action) plans. Also included are techniques for involving teachers; how to build leadership capacity in others; and techniques for leading change and dealing with resistance. State, district and local school data are used frequently so aspiring leaders learn to work comfortably and capably with data for use in instructional and programmatic decisions.
- **EDL 8723: Leadership for Positive School Culture and Climate (New course)**
  The course helps aspiring leaders understand concepts of school culture and identify strategies that leaders use to shape a culture of success in a school. Further, the course helps aspiring leaders understand and apply leadership concepts to leverage political and community support. Students are trained for professional writing and oral communication; learn about marketing and public relations processes; and learn to involve parents, students and community in supporting a productive vision for the school. Leaders learn how to engage business community members to support school progress and learn to articulate education's role for workforce/ economic development and for creation of a productive citizenry.

- **EDL 8633: Human Resource Leadership for Schools (New course)**
  The course addresses the leadership of various human resource functions that impact the effectiveness of P-12 schools. The course helps aspiring leaders build knowledge and skills in legal requirements, selection, recruitment, retention, performance evaluation, compensation, and professional development as these functions are used by leaders to achieve school goals. Leaders learn how to supervise and evaluate teachers, implement processes for clinical supervision, and apply concepts related to professional learning communities and their role in developing teachers. Aspiring leaders learn about their own career development and goals, writing for job application, and interviewing skills and techniques.

Content Area 3: Administer Resources and Operations to Strengthen the Educational Program

These courses represent the area of the program where aspiring leaders learn to manage and implement processes that allow schools to be appropriate learning environments for students. Heavy emphasis is on learning the leadership and management roles of principals and the legal, political, and ethical principles under which they operate. These courses complement Content Area 1 since emphasis here is on using management and leadership for the purpose of a school achieving its primary purpose—improved student learning. These courses address the redesigned program's mission and vision given the importance of school leaders operating legally and ethically and providing a well-organized and managed school environment.

- **EDL 8413: Legal, Policy, and Ethical Perspectives for School Leaders (Redesigned course)**
  Focus of the course is on an introduction to school law, policy, and ethics. Content covered in the course includes: Ethical codes; respect for rights; confidentiality of records; personal dignity; policies, laws, and regulations; student safety policies, cultural diversity; political, social-economic, and historic contexts; laws and policies for evaluating staff; ethical decision making and problem solving; conflict resolution; human resources employment and protection laws; state and district human resources policies and personnel ethics.
- **EDL 8423: Effective Leadership and Management for Schools (Redesigned course)**
  Focus of the course is on school leadership and management. Content covered in the course includes the following: Providing leadership necessary for putting the school vision into practice; communicating the vision; assessing, establishing, and maintaining organizational culture; setting up processes that would occur in a given school year (safety, scheduling, discipline, communication, resource management, time-management, use of human resources and delegation, etc.). Both leadership theories and organizational theories are addressed. Students learn about specific work demands, work pace and challenges facing school leaders-- while growing to understand the typical work calendar and responsibilities of principals.
- **EDL 8713: School Business, Safety, and Facility Management (Redesigned course)**
  Focus of the course is on resource procurement necessary to make the vision reality; budget development; expenditure accountability; risk management; campus safety and security; and facility assessment, maintenance, and improvement. Aspiring leaders learn about the ethical and legal requirements of school resource management and student safety. Leaders learn the importance of school safety and how to maintain a school facility that complements the instructional and extracurricular programs.

Clinical Experiences

For the redesigned program to be both attractive and meaningful for students, the Redesign Team decided to embed clinical experiences throughout classes. The clinical experiences are field-based type of assignments that are to be conducted either in a P-12 school setting or that require the student to use authentic school documents, projects, and simulations. The student work responsibilities will vary in these clinical experiences, but the assignments continuously push the students to "think and behave" like a school leader. Since these experiences will be used the first time when the new program rolls-out in 2013, the Redesign Team expects to revise some of the clinical assignments once they are first used by students. The goal is to ratchet-up the actual level of

leadership responsibility required of students. These clinical assignments also provide a foundation of knowledge and skills that will be used more fully in the Leadership Internships I and II.

Internships
Previously, the old program had required 400 hours of internship hours in three semesters with all six ELCC Standards to be addressed each term. The Redesign Team was concerned that the old internships relied too much on "hour" accumulation and did not help students focus in-depth on any ELCC Standard. The team wanted to make the redesigned internships more focused and consistent. Further, they wanted to put more structure into the new internships by creating internship handbooks, resources, clear guidelines and specific assignments. As a result, the old internships were reduced from three to two for the redesigned program and were totally redesigned.

The redesigned program has two 100-hour internships that parallel the work cycle of principals as follows:
- EDL 8513: Leadership Internship I is to be completed in the late summer and fall terms and contains typical principal work responsibilities that occur at that time of the year (i.e., opening school, facility/safety supervision, teacher professional development, management system improvement, boards and advisory group responsibilities).
- EDL 8613: Leadership Internship II is to be completed during spring and early summer terms and contains principal work responsibilities that typically occur at that time of year (school improvement planning for following year, examining master scheduling process as an instructional intervention strategy, student data management/supervision/evaluation, spring standardized testing, student support services supervision, instructional monitoring and teacher supervision.)

Students will participate in 200 hours in the internship classes plus approximately 50 to 80 hours of clinical work in the 9 other courses. Faculty anticipate students will participate in approximately 250 hours of clinical and field-based work in the program.

Internship activities are designed for graduate students who may have limited formal leadership experience and who possess varying readiness to perform leadership work. Most EDL program students will be employed full time, making it difficult for them to balance internship demands during their regular workdays. From Leadership Internship I to Leadership Internship II, leadership tasks are expected to be more complex-- demanding more active leadership responsibility from the intern.

Each internship requires the intern to target specific ELCC Standards (Internship I includes Standards 2, 3, 4 and 6; Internship II includes Standards 1, 2, 3, 5). ELCC Standards 2 and 3 appear in both internships. Interns may do work in a standard not specified for that particular internship, but the intent is for interns to focus on specific standards each term so that they learn more about each standard and so principal mentors and university faculty can better assess intern performance on particular standards.

For each intern to have a quality experience, the Redesign Team realized that quality principal mentors hold the key. The Mentor component of the redesigned program partners with a cadre of principal/district leaders to provide the bridge between the rigorous educational leadership academics and pragmatic, site-based opportunities with practitioners. To insure standardization of expertise and common goals for the two Internship experiences, the Mentor component addressed three essential elements: (a) mentor training; (b) a mentor reference handbook; and (c) an assessment instrument.

Instruction
The instructional methods for the courses are intended to be highly interactive and practical in nature. Lecture, though appropriate for some content, will not be the primary tool for instruction. Instead nano-lectures (brief targeted lectures) will be used with plentiful discussion and group activities. All courses will engage students in learning about and having to demonstrate dealing with typical problems of practice faced by school principals. A problem-based approach will be evident in each class and in a majority of assignments. Various technology

tools will be used to make learning more convenient and flexible for students working full-time and to enhance student learning and assessment experiences.

The program is written so that an increasing number of courses can be delivered through online instruction. Although the Redesign Team would not recommend starting the new program with all courses online, the goal is that after the first cohort, several classes could then begin to be offered online.

Candidate Assessment

For approval of the redesigned program and for its long-term viability, the redesigned program must continue to be Nationally Recognized by NCATE. As a result, the Educational Leadership Constituent Council (ELCC) Standards and Elements provided the framework to create the proposed courses, instruction, and delivery of the content. Table 1 is provided to show how courses (also see courses in Appendix A), the School Leaders Licensure Assessment (SLLA), and the Culminating Project address ELCC Standards and Elements. Data points on the ELCC Elements would be collected and analyzed for the NCATE accreditation process.

Table 1
NCATE/ELCC Table Mapping Assessments to Redesigned Program Components (Program Courses, SLLA, Culminating Project Assessment)

ELCC Standard Elements	Assessment #1 SLLA sub-scores	Assessment #2 Culminating Project	Assessment #6 Course Assessments	Assessment #3 Course Field Components	Assessment #4 Use Internship I and II	Assessment #7 Course Field Components	Assessment #5 Student, Employment Surveys
	CONTENT KNOWLEDGE ASSESSMENTS/ 21 data points			**PROFESSIONAL SKILLS ASSESSMENTS/21 data points**			**EFFECT**
1.1 Develop Vision		Culminating Project		EDL 8433 Using Data (#3A)	EDL 8613 Intern #2 (#4C)		Will be designed to address all elements.
1.2 Articulate Vision	SLLA Sub-scores			EDL 8433 Using Data (#3A)	EDL 8613 Intern #2 (#4C)		
1.3 Implement Vision			EDL 8423 Leadership (#6B)		EDL 8613 Intern #2 (#4C)		
1.4 Steward Vision		Culminating Project				EDL 8713 Sch Bus (#7A)	
1. 5 Involve community in vision		Culminating Project				EDL 8723 Culture (#7B)	
2.1 Positive School Culture		Culminating Project				EDL 8723 Culture (#7B)	
2.2 Effective Instructional Program			EDL 8623 Curriculum (#6C)		EDL 8613 Intern #2 (#4D)		
2.3 Best Practice to Student Learning		Culminating Project		EDL 8523 Diverse Learner (#3B)			

ELCC Standard Elements	Assessment #1 SLLA sub-scores	Assessment #2 Culminating Project	Assessment #6 Course Assessments	Assessment #3 Course Field Components	Assessment #4 Use Internship I and II	Assessment #7 Course Field Components	Assessment #5 Student, Employment Surveys
2.4 Professional Growth Plans		Culminating Project				EDL 8633 Human Resources (#7C)	
3.1 Manage the Organization			EDL 8423 Leadership (#6B)		EDL 8513 Intern #1 (#4A)		
3.2 Manage Operations		Culminating Project				EDL 8713 Sch Bus (#7A)	
3.3 Manage Resources	SLLA Sub-scores					EDL 8713 Sch Bus (#7A)	
4.1 Community/ Family/ Collaboration		Culminating Project				EDL 8723 Culture (#7B)	
4.2 Respond to Community Interests	SLLA Sub-scores			EDL 8433 Using Data (#3A)			
4.3 Mobilize Community Resources		Culminating Project		EDL 8523 Diverse Learner (#3B)			
5.1 Acts with Integrity			EDL 8623 Curriculum (#6C)		EDL 8613 Intern #2 (#4D)		
5.2 Acts Fairly		Culminating Project				EDL 8633 Human Resources (#7C)	
5.3 Acts Ethically			EDL 8413 Legal (#6A)		EDL 8613 Intern #2 (#4D)		
6.1 Understand the Larger Context			EDL 8413 Legal (#6A)		EDL 8513 Intern #1 (#4B)		
6.2 Respond to the Larger Context			EDL 8413 Legal (#6A)		EDL 8513 Intern #1 (#4B)		
6.3 Influence the Larger Context			EDL 8413 Legal (#6A)		EDL 8513 Intern #1 (#4B)		

Finally, each course syllabus provides detailed information about how students will be assessed in the specific course. Identification of the specific assignments, the way the assignments are counted in course grades, and explanations of the assignments and scoring are included in the full application for the redesigned program. The

two internships involve assessments not only from the course instructors but also from the principal mentors and peers who will be reviewing sizeable projects that students complete in the internships. Additional information about assessments to be used in the internships are included n the full application.

Faculty
The program includes a sufficient number of full-time tenure track faculty. Seven faculty in the Department of Leadership and Foundations hold doctoral degrees in Educational Leadership and have teaching responsibility in the area of Educational Leadership (master's, educational specialist, or doctoral programs). Approximately 30 students enter the program in two cohorts each year. One cohort is located at the Main Campus in Starkville and the other is located at the Meridian Campus. Total FTE tenured or tenure track faculty committed to the M.S. degree in School Administration, not counting adjuncts, is 4.5.

In addition to the full-time faculty, expert field practitioners currently serve as adjunct professors and internship supervisors for the school leadership preparation program. Four practicing superintendents from partner districts have committed to teach in the redesigned program. The educators are committed to the vision, mission, and guiding principles of the program. Other educators from partner districts will continue to serve as supervisors for the internship experiences.

One critical improvement that the Redesign Team set for the redesigned program is the addition of a Practitioner Cadre. These would be stellar principals, superintendents, and district practitioners who have proven school-based leadership experience. A fuller-cadre is being created so there will be a ready pool of capable practitioners for use as primary course instructor, guest lecturer, and intern mentors. A process to recruit and screen this cadre will be set in fall 2012. In general, faculty are committed to offering the rigorous courses, field experiences, and internships included in the new program. Strong emphasis will be placed on offering the highly structured curriculum, linking the needs of experiences to the schools and districts, and providing the relevant field experiences and hands-on internship experiences.

Partnerships
During 2010, an advisory Board was established to assist the Department in its educational leadership redesign efforts. The membership for the advisory Board draws on local school districts throughout the surrounding areas. Other practitioner partners include those who serve as adjunct faculty and supervisors for internships. Because many of the practitioners are graduates of MSU, the Department receives high levels of responsiveness, cooperation, and commitment. Faculty are engaged in service type scholarship with several of the districts including Starkville, Noxubee, and Louisville. Other partnerships involve work with the High Performance Leadership Institute (collaborative with MSU Research and Curriculum Unit and the College of Education), Program of Research and Evaluation for Public Schools (PREPS), and the National Strategic Planning and Analysis Center (nSPARC).

Program Structure and Delivery
The redesigned program will continue to use a closed-cohort model as currently being used by the existing program. When students enter the program, they progress through classes and milestone events together until program completion. Only extreme situations should cause students to leave during the cohort term (i.e., illness, job transfer, non-performance). Likewise, no students would be admitted to the cohort once it begins. Finally, the cohort will set stronger conditions for a learning community to grow among university faculty, students, and practitioners. Students will learn not only from their own experiences but also from the variety of cohort group projects and assignments tied to one another's schools and districts. Since cohort members spend extended learning time together, students and instructors usually build a higher trust level. This plays a significant role in increasing the students' abilities to tackle difficult leadership challenges they face in internships and also to give frequent peer-feedback on other students' projects and presentations.

Table 10

Course Pacing Plan for Redesigned M. S. in School Administration

Course Names with Terms for First Cohort	Duration
Summer 2013	
EDL 8413: Legal, Policy, and Ethical Perspectives for School Leaders (Redesigned EDL 8173 - Legal and Ethical Perspectives of Leadership in Schools)	1st 5 weeks
EDL 8423: Effective Leadership and Management for Schools (Redesigned EDL 8123 - Principles of Educational Leadership)	2nd 5 weeks
EDL 8433: Using Data for School Improvement (New course)	10 weeks
EDF 8443: Evaluation of School Programs (New course)	10 weeks
Fall 2013	
EDL 8513: Leadership Internship I (Redesigned course EDL 8213 - Internship I Observations and Field Experiences)	Semester
EDL 8523: Educating Diverse Learners (New course)	Semester
Spring 2014	
EDL 8613: Leadership Internship II (Redesign course EDL 8223 - Internship II Administrative Applications)	Semester
EDL 8623: Leading Curriculum, Instruction, and Assessment (New course)	Semester
EDL 8633: Human Resource Leadership for Schools (New course)	Semester
Summer 2014	
EDL 8713: School Business, Safety, and Facility Leadership (Redesigned EDL 8163 - Educational Budgeting and Resource Allocation)	1st 5 weeks
EDL 8723: Leadership for Positive School Culture and Climate(New course)	1st 5 weeks
Culminating Project Assessment	2nd 5 weeks
Total: 11 courses/ 33 graduate hours	15 month program

Program Evaluation and Assessments

The M.S. degree in School Administration is a nationally recognized educational administration program by the ELCC and NCATE (Appendix 10). The Department of Leadership and Foundations currently conducts program evaluation and assessment on four levels (ELCC program assessments, Instructor/Course Evaluations, SLAA Results, and Institutional Performance). With the redesigned program, the Department proposes to continue to conduct these assessments along with employer surveys and the quality self-assessment. The program evaluation assessments are used to provide faculty with performance feedback for making program changes, and ensuring that all evaluation data are directed to strengthening the program. The program evaluation assessments include (1) ELCC program assessments, (2) Instructor/Course Evaluations, (3) Survey Data, (4) SLAA Results, (5) Institutional Performance, (6) Quality Self-Assessment, and (7) MDE Process and Performance Review.

Appendix A

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ELCC Standards Addressed in Courses

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The curriculum goals for courses reflect the ELCC Elements in this matrix. Leadership Internships I and II will address all ELCC Standards through demonstration of leadership performed at a local school setting.

	EDL 8413: Legal, Policy and Ethical Perspectives for School Leaders	EDL 8433: Using Data for School Improvement	EDL 8723: Leading Culture & Climate	EDL 8633: Human Resource Leadership for Schools	EDL 8423: Effective Leadership & Management	EDL 8623: Leading Curriculum, Instruction & Assessment	EDL 8713: School Business, Safety, and Facility Leadership	EDL 8523: Educating Diverse Learners	EDF 8443: Evaluation of School Progams
ELCC Standard 1.0: Vision development, articulation, implementation, and stewardship		1.1. Develops vision 1.2 Articulates vision	1.5 Involves community in vision		1.3 Implements vision		1.4 Stewards a vision		
ELCC Standard 2.0: School culture, best teaching and learning practice, and professional growth plans			2.1 Leads positive school culture	2.4 Develops professional growth plans		2.2 Leads effective instructional program		2.3 Uses best practice to student learning	2.2 Leads effective instructional program
ELCC Standard 3.0: Managing the organization, operations, and resources					3.1 Manages organization		3.2 Manages operations 3.3 Manages resource		
ELCC Standard 4.0: Collaborate with families/ community, respond to diversity/needs		4.2 Responds to community interests	4.1 Collaborates with families & community					4.3 Mobilizes community resources	
ELCC Standard 5.0: Acting with integrity, fairness and ethics	5.3 Acts ethically			5.2 Acts fairly		5.1 Acts with integrity			5.3 Acts ethically
ELCC Standard 6.0: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	6.1 Understands larger context 6.2 Responds to context 6.3 Influences context								

Responses to the External Reviewer's Feedback
Application for Redesigned School Administration Program
M.S. Degree in School Administration
Mississippi State University
Submitted to the Mississippi Department of Education
February 17, 2012

This document provides a summary of responses to feedback received from Dr. Joe Murphy, an external reviewer for the Mississippi Department of Education. We appreciate Dr. Murphy's recommendations and suggestions for the items included in the review. We have considered and addressed all of the recommendations and suggestions given by Dr. Murphy. In addition to the summary of responses and changes presented here, we have made all changes in the original document (Application for Redesigned School Administration Program). Again, we wish to express our thanks and appreciation to Dr. Murphy for his review of our redesigned program.

Process Used for the Redesign

This is excellent, as fine a process as I have seen. It provides a remarkably clear and powerful understanding of the work you undertook and the very thoughtful ways you engaged yourselves and colleagues from practice in the redesign activity.

RESPONSE: The Redesign Team met on Thursday, February 9, 2012, regarding feedback from Dr. Joe Murphy. All issues cited in the report were addressed. Responses are provided for each item cited in the report. In some instances, additional items (supporting documentation) are referenced and included in the Appendices of the report. Syllabi were reviewed and revised to ensure that recommendations and suggestions were addressed. Field experiences and clinical experiences were revisited to maximize leadership responsibilities and experiences of students.

Program Mission and Vision

Your willingness to expose yourself openly here—i.e., acknowledge the previous absence of frames in these areas—is admirable. Your analysis of the barriers and challenges is excellent. Here and elsewhere in the report you lay out real difficulties but do not allow them to become excuses for inaction. You always show them as context that must be taken into consideration for gains to be secured.

- One suggestion. Your new mission ends with this statement: " . . . for the purpose of creating high quality school experiences for all P-12 students" (p. 7). I wonder if you might find it stronger to make this more outcome oriented—as opposed to process oriented. Perhaps something such as " . . . for the purpose of creating schools where all P-12 students are academically successful." Or perhaps " . . . reach ambitious targets of performance"? (See bottom of page 13 in your report for possible language as well.)

RESPONSE: See revised mission statement.

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Revised Mission Statement
M.S. in School Administration
Redesigned Program Mission

Our mission is to develop visionary school administrators possessing knowledge and skills to serve as instructional leaders and managers who motivate and inspire others for the purpose of creating high-quality school experiences where all P-12 students are successful. By providing a positive and rigorous leadership preparation program that is embedded in practical field settings, our graduates learn to be creative problem solvers who can build professional learning communities in their schools. Our graduates are advocates for school success and champions for social justice for P-12 students, their families, and communities.

</div>

Candidate Recruitment

Again, excellent work here. This is really great stuff. The creation and use of "Recruitment Teams" is superb. The array of strategies is unsurpassed. Your work to create a culture in which "recruitment is a year-round responsibility of all program faculty" (p. 18) is marvelous. Major kudos to Jack for the Project Outreach activity.

- You might add "distributed"—or maybe "shared"—to the last line on page 8: " . . . a new approach to recruitment that is intentional, distributed, and coordinated."

RESPONSE: The last lines on page 8 were revised. The lines now read: "Recruitment had been an informal process in the pre-2013 program. The redesigned program offers a new approach to recruitment that is intentional, distributed, and coordinated."

Candidate Selection

Again, really fine work here. There is too much great material to comment on everything but two issues merit special commendation. First, the addition of all the material beyond MSU requirements that candidates need to submit is very good indeed. Second, the hip-to-hip connections you create between individual faculty members and candidates in the process is a benchmark—another solid "plank" in the new culture where all faculty own recruitment and selection and a high personalization strategy for candidates. A few suggestions:

- I think you would be better off if you were more specific in your instructions for the endorsement letters. Something such as: "Please organize your letter around the following six issues: (1) work ethic, (2) interpersonal relations, (3) integrity/ethics, (4) teaching expertise, (5) advocacy for children, and (6) leadership experiences." This will get at the "right stuff" (see next paragraph) and allow you to use a common rubric to score each letter.

RESPONSE: Revisions were made to the instructions for the endorsement letters from the district and principal. References at the district level are asked to organize their letters around the six issues: (1) work ethic, (2) advocacy for children, (3) interpersonal relations, (4) integrity/ethics, (5) teaching expertise, and (6) leadership ability. See Appendix A, #1, #2: Instructions for Endorsement Letters (Appendix 5A Applicant Selection Document 'District Endorsement' and Appendix 5B Applicant Selection Documents 'School-based/work Endorsement').
.

X Given your mission and the goals of the program, I think you need to add 2 critical domains to the current 5 domains of the rating scale—"leadership ability" and "advocacy for children." I would also drop "work attendance" as it is an essential aspect of "work ethic" (the current number 2 domain in your rubric). This will give you 6 domains—and the same ones that are in the endorsement letter.

RESPONSE: Revisions were made to the rating scales. Two domains were added to the current domains, and "work attendance" was dropped. The following domains are included on the rating scale: (1) work ethic, (2) advocacy for children, (3) interpersonal relations, (4) integrity/ethics, (5) teaching expertise, and (6) leadership ability. See Appendix A, #1, #2: Rating Scales on the bottom of Instructions for Endorsement Letters (Appendix 5A Applicant Selection Document District Endorsement and Appendix 5B Applicant Selection Documents School-based/work Endorsement).

The Leadership Work Sample (p. 71) is great.

- Right now you ask for demonstrated excellence in: Teaching Practices, Pedagogical Practices, and Leadership Skills. I am not at all clear on the difference between "teaching practices" and "pedagogical practices." I would combine them and call them "teaching." I would relabel "leadership skills" as "leadership." And I would suggest adding a third area in which artifacts should be compiled—"advocacy for children." So, you get: Demonstrated excellence in teaching, leadership, and advocacy for children.

RESPONSE: Revisions were made to instructions for the Work Sampler document. The document now includes demonstrated excellence in teaching, leadership, and advocacy for all students. See Appendix A, #3: Work Sampler Instructions and Score Guide (Appendix 5C Work Sampler Instructions and Score Guide).

X My guess is that you should revise the Work Sampler Rubric (p. 72) as well. You currently feature assessment on five domains. You have "captions" which do not merit inclusion. You have "reflections" but you do not ask the candidate to reflect on their work products in any of the directions. And you have "writing mechanics" but authorize the use of products that may not be in written form. Think about this.

RESPONSE: Revisions were made to the Work Sampler Rubric. The document now includes demonstrated excellence in teaching, leadership, and advocacy for all students. The rubric is aligned with the items on the Work Sampler Instructions and the Behavior Interview Questions. See Appendix A, #4: Work Sampler Rubric.

- The Behavioral Interviewing Process is really good as well. However, think about whether it might be better to standardize the questions. For example, using the same 10 for each candidate? This move may help when developing the scoring rubric for the interview protocol this spring.

RESPONSE: Revisions were made to the Behavioral Interviewing Process. Each applicant will be asked nine "behavioral interview" standard questions. The questions are aligned with the three categories in the Work Sampler and Work Sampler Rubric documents. See Appendix A, #5: Behavioral Interview Questions.

<u>Curriculum</u>

This is a beautiful curriculum, first rate in every phase. The 3-part framework is excellent, the 11 courses are great, and you have wonderful material in each of them. You employed a stellar process to get them developed. Very solid sequencing of the courses. Really impressive work.

<u>Clinical Experience</u>

Again first-rate work in the design and execution.

• One thing to keep an eye on: "The goal will be to ratchet-up the actual level of leadership responsibility required of students." It is easy to drift into "shadowing," "observing" and "developing plans." Remain vigilant on this.

RESPONSE: The faculty members have committed to remain vigilant in ensuring that field experiences and clinical experiences maximize leadership responsibilities and experiences of students. Faculty will continue to review and revise field and clinical experiences.

X Can you provide an estimate of how much clinical work students will receive in the 9 non-internship classes? I very much admire the non "hour counting" perspective that defines the work. It is refreshing, spot on, and wonderful. At the same time, you do need to answer this question: How much "field-based, clinical" work do students receive? The answer is 200 hours in the internship classes plus <u>xxxx</u> hours of clinical work in the 9 other courses. Can you fill in <u>xxxx</u>, and then provide a total?

RESPONSE: Students will receive 200 hours in the internship classes plus approximately 50 to 80 hours of clinical work in the 9 other courses. Overall, faculty anticipate students will participate in a minimum of approximately 258 hours of clinical and field-based work in the program. See Appendix B Field Based Experiences in Non-Internship Courses. The chart provides a display of the field-based assignments in non-Internship courses. Calculations are based on 2-3 hours for each field-based assignment.

• Do not fall in love with the clinical assignments that you have developed so far. They are very solid indeed, but keep pressing on the "authentic work" front, opportunities for students to engage the real work of principals. A couple of ideas for your consideration here.

➢ p. 21, 8523, field assignment addition or replacement: a great activity in this course would be to conduct a real "equity audit' of a school and then create an improvement program—and maybe take one improvement element and build it out.

RESPONSE: Field assignment 2 was rewritten for EDL 8523. The assignment includes an equity audit.

Conduct an equity audit of your district to assess the degree of equity or inequity present in the one of the following areas: teacher quality, programs, or achievement.
Achievement indicators include (a) state achievement test results, (b) dropout rates, (c) high school graduation tracks, and (d) SAT/ACT/AP/IB results. Teacher Quality indicators include (a) teacher education (bachelor's master's, and doctoral degrees (number or percentage holding a particular degree), (b) teacher experience (number of years as a teacher), (c) teacher mobility (number or percentage of teachers leaving or not leaving a campus on an annual basis), and (d) teachers without certification or assigned outside of their areas of teaching expertise (e.g., language arts teachers teaching a math course). Program indicators include (a) special education, (b) gifted and talented education, (c) bilingual education, and (d) student discipline.

➢ pp. 22-24, somewhere in "content area 2": get the student to plan and lead a real meeting of adults. Videotape the work. Assess the tape with the mentor—against a rubric of effective meetings.

RESPONSE: Field Assignment #3 in EDL 8433 is revised to include presenting the visual to a group, i.e., parent group, school board, teacher meeting, etc. The revised field assignment is as follows.

Prepare a visual presentation that you could deliver to a specific audience (parent group, school board, teacher meeting, etc.) to highlight key demographic data, perceptual data, at least two types of student learning data, and school process data (i.e., attendance data, teacher turnover data, drop-out, suspension/discipline data) to inform the audience of the status and make-up of the school demographics and performance. Write a narrative that would guide you in making a formal presentation to this group. Plan and organize the presentation with your supervising administrator. Video record the presentation and assess the tape with your mentor using a rubric for effective presentations.

<u>Internship</u>

Excellent framework overall. A great platform of some required activities as well as flexibility on other assignments based on student needs and school content. The "cadre of practitioner mentors" concept is superb. Amazing work on overcoming the challenges to conducting quality internships.

- Appendices 7 and 8 are great. Would it be possible to provide the students with a "model" reflective journal entry—or fuller directions?

RESPONSE: A "model" reflective journal entry was added in the Appendix 8 Student Guide for Leadership Internship I and II. In this document, see Appendix C: Example of Reflective Journal Entry.

➢ p. 26, 8613: This is a great place to have students address "scheduling" for the next school year, especially the idea/practice of using the master schedule as an educational intervention rather than a managerial activity.

RESPONSE: Revisions were made to EDL 8613 Leadership Internship II to read as follows:

EDL 8613: Leadership Internship II is to be completed during spring and early summer terms and contains principal work responsibilities that typically occur at that time of year (school improvement planning for following year, examining master scheduling process as an instructional intervention strategy, student data management/supervision/evaluation, spring standardized testing, student support services supervision, instructional monitoring and teacher supervision.)

➢ p. 28, 8613, assignment 5: I think there are more robust activities than this one. Having students develop a platform for helping parents support school goals/student learning in the home would be better

RESPONSE: EDL 8613, Assignment #5 was changed to the following:

Required Internship Leadership Assignment	Summary of Leadership Assignment
Leadership Assignment #5: Understanding the Larger Context (School/Home Relationships)	The intern conducts an audit of the schools communication efforts and outreach to the families of the school. The intern works with the mentor to enhance or add opportunities for the school staff and families to interact in ways that will assist in increasing positive parental academic support. Possible examples could be additional written communications home with study tips, etc., family nights at the school that focus on math programming or literacy skills. The intern would create, organize, and run these programs.

➢ p. 28, 8613, assignment: This is a good place to bring in working with external service agencies—to the extent that they are available in rural contexts.

RESPONSE: The assignment will emphasize the use of external providers and not just school-based providers. For example, we would not want interns to focus on the school clinic if there is a partnership potential or in action with the local hospital or health department. I would suggest that the following sentences be added after the first sentence in the assignment summary. "If possible, these services should be provided by external partners such as local mental health providers, hospitals, or other community services. The intern should first explore if these partnerships exist and if they do not could they. In the event that the school does not have access to external partners for these services then school provided services can be examined."

X Can we get more information on the mentors? Do you have a mentor handbook that is an analog to the Student Guidelines for Internships? I am particularly interested in issues such as the following: How are mentors selected? What are the measures of "effectiveness" you use in picking mentors? What is the training they receive for the role? How do they work with the faculty? How do you assess for their effectiveness in the mentor role?

RESPONSE: Mentoring entails teaching, nurturing, and guiding. In order to insure relevant, consistent field-based experiences for leadership candidates, the Mentor Component of the MSU Redesign Program partners with a cadre of principal/district leaders to provide the bridge between the rigorous educational leadership academics and pragmatic, site-based opportunities with practitioners. To insure standardization of expertise and common goals for the two Internship experiences, the Mentor Component will address three essentials: (a) Design a mentor training session to include information on best mentoring practices, tools and rubrics for mentors, the role of site mentors, and the six guiding ELCC standards with suggested activities for candidates; (b) Compile a mentor reference handbook with guidelines, mentor checklists, student expectations and forms, calendar, and contact information;(c) Design an assessment instrument that will allow the mentors to reflect on the mentoring experiences in the two Internships and offer suggestions for improvement and revision. Because site mentors are essential to the comprehensive training for MSU leaders-in-training, collegial relationships with current administrators is a strategic piece of the MSU Redesign Program. Other items that will be addressed include the selection of mentors and the evaluation of mentors.

Timeline for Developing Mentoring Guide

Develop a draft of materials, review by the EDL Redesign Team, and edit by May 15, 2012.

Train all mentors during the fall of 2012 prior to the beginning of the spring semester.

Implement in the spring of 2012.

<u>Instruction</u>

Great work again. The proof will be in the actual delivery, of course, but you have positioned yourselves well to avoid the lackluster instruction found in many programs. The "practitioner cadre" concept is great. So too is the "design studio model."

- Can you develop a few paragraphs on this topic: "developing a learning community"? You have ideas on this threaded in places throughout the document. Can you reassemble them here? Talk about all the things you are doing to make a "cohort" of 15 students who travel together throughout the program into a "learning community." Once you do this, see if you want to augment the work already in the document.

RESPONSE: The faculty in the Department of Leadership and Foundations have adopted the concept of a professional learning community with the following characteristics.
1. Supportive and shared leadership
2. Shared values and vision focusing on student learning
3. Collective learning
4. Supportive conditions
5. Shared personal practice
6. Reflective dialogue

The overarching goal resulting from the practice of professional learning communities within the redesigned program is to model practice and engage the aspiring school leaders in creating learning organizations that foster the development of communities of learning within their schools.

A professional learning community consists of a group of professionals sharing common goals and purposes, constantly gaining new knowledge through interaction with one another, and aiming to improve practices. For students and faculty, the department provides activities to foster the characteristics of professional learning communities. Collective learning, supportive conditions, and shared personal practice are embedded in all course work, field experiences, and clinical experiences.

The following are examples of activities used to develop a professional learning community of the cohorts enrolled in the program.
1. Emphasis is placed on ELLC standards
2. Shared orientation experience; all faculty meet students at orientation
3. Introductions that include personal experiences
4. Exchange of e-mail addresses and telephone numbers
5. Organized teams for various assignments
6. Collective learning--all courses are taken together
7. Celebration at the completion of the program
8. Attendance at on-campus professional development activities
9. Students are introduced to faculty research
10. Reflective dialogue required in internship courses
11. Students have an opportunity to share internship experiences

Reflective dialogue is required in clinical and field experiences as evidenced in journal log entries. The idea is that students will gain knowledge, try it out in practice, and, from their experiences, gain yet more knowledge. Opportunities are provided for peer interaction through assignments that require supportive and shared leadership and collaboration. A shared value is the belief central to the mission of the department. Faculty are committed to demonstrating a dedication and a willingness to assist students in their learning and practice as school leaders.

<u>Candidate Assessments</u>

You may be tiring of hearing this, but this is an excellent section—and beautifully integrated into the overall program.   The "goals" that anchor candidate assessments listed on page 33 should be distributed nationwide. The use of the culminating project in lieu of a comprehensive examination is marvelous and very well designed.

<u>Faculty</u>

Very impressive cadre of faculty. The 6-part framework you employ for the analysis in this section is excellent. So too are the narratives. As noted above, the "practitioner cadre" is a wonderful addition to your program.

- Can you provide a FTE number for this program? You have some people who are fully devoted to this program and others who only give a piece of themselves, yes? What is the cumulative faculty commitment to the program, not counting adjuncts?

RESPONSE:
Seven professors hold doctoral degrees in Educational Leadership and have full-time teaching responsibility in the area of Educational Leadership (master's, educational specialist, or doctoral programs). Approximately 30 students enter as two cohorts each year. One cohort is at the Meridian Campus and the other is at the Starkville Main Campus. Total FTE tenured or tenure track faculty committed to the Master of Science in School Administration program is shown in the table below. Total FTE faculty commitment to the program, not counting adjuncts, is 4.5.

Total FTE Faculty Commitment to Master of Science in School Administration

Professor	FTE Commitment	Comment
Dr. J. Blendinger	.5	Teaches in educational specialist and doctoral programs
Dr. M. Boggan	1.0	
Dr. Linda Coats	.5	Teaches in educational specialist program and foundations
Dr. Amanda Taggart	.5	Teaches in educational specialist and doctoral programs
Dr. Chris Willis	.5	Teaches in educational specialist and doctoral programs
Dr. Penny Wallin	1.0	
Other Faculty Combined	.5	Other professors contribute to the program via recruitment, admissions, professional learning communities, mentoring, advising, and so forth.
Total	4.5	

<center>Program Structure and Delivery</center>

Very well done. As in each section, you do a fabulous job of getting the questions/principles/goals correct before you set about doing the work. In this section, the questions on page 42 are spot on.

<center>Partnerships</center>

The narrative in this section is very strong. But you do not give yourself enough credit for all the "partnership" material in the early parts of the report—around recruitment, selection, program design, program faculty, and so on. Collectively you have crafted deep partnerships with colleagues in schools and districts.

<center>Program Evaluation and Assessment</center>

First-rate work throughout. The additions to the four currently employed program evaluation components are great, as are the plans to push evaluation into the job sites of graduates to secure measures of on-the-job performance.

- Can you provide the structure and timing you will use for the annual reviews? I am a bit worried that without this the reviews might fall through the cracks.

> **RESPONSE:** An additional assessment was added as a component in the program evaluation: Annual Process and Performance Review. The Process and Performance Review is conducted by MDE annually. The paragraph below has been inserted into the Application document. The table following the description of the process and performance review provides the timeline and structure for program evaluation assessments.

Process and Performance Review
The Mississippi Department of Education conducts an annual Process and Performance Review every year during the month of April. The following six standards are addressed in the Process and Performance Review.

1. Prior to being admitted to an educational leadership program, students submit a standard application packet that assesses knowledge, background experiences related to teaching and learning, leadership ability or capacity, interpersonal skills, and written communication skills.
2. Prior to being admitted to an educational leadership program, students participate in a standard interview process that assesses background experiences related to teaching and learning, leadership ability or capacity, interpersonal skills and oral communication skills.
3. Prior to being admitted to an educational leadership program, candidates complete standard portfolio that demonstrates evidence of successful teaching experiences, leadership ability or capacity, interpersonal skills, professional development activities, and written communication skills. Portfolios are evaluated using established criteria.

<center>11</center>

4. Prior to completing an educational leadership program, all candidates shall have successfully completed a program within a unit which is accredited by NCATE or which meets the NCATE Curriculum Guidelines for advanced programs in Educational Leadership.
5. Beginning January 1, 1998, and thereafter, programs must document that the Mississippi Administrator Standards and Indicators or other approved national standards are incorporated into their program.

A team visit from the Department of Education is conducted and a follow-up report is rendered. The program has consistently met all of the standards of the Process and Performance Review.

Program Evaluation and Assessment
Structure and Timeline

Program Evaluation Assessment	Date/Timeline	Structure
ELCC Program Assessments ELCC Standards Addressed in Courses, Appendix 6 Table 6 shows NCATE/ELCC Mapping Assessments to Redesigned Program Components (Program Courses, SLLA, Culminating Project Assessment)	ELCC program assessments are submitted for each course (summer, fall, spring). Students take the SLLA during their last summer enrolled in the program. Results are reported to MSU. Students submit their culminating project during the last summer term of the program.	ELCC program assessments are identified and completed throughout the program. Task Stream is used for uploading students' work and scoring. Students complete an orientation session for using Task Stream at the beginning of each cohort session. Professors teaching the specific courses are responsible for ensuring documents/artifacts are submitted and scored. All students must successfully complete all assessments prior to graduation, including SLLA and submission of culminating project. Students' files are checked at the point of graduation to ensure that they have met ELCC program assessment requirements.
Instructor Course Evaluations	Each term for all courses.	All instructors must use the University's course evaluation instrument. All courses are evaluated each term (fall, spring, and summer). Results are returned to the department during the following semester/term. Analyses are used in the Institutional Effectiveness Assessments.
Survey Data	Graduates are surveyed 3 years out after graduation. The next survey will be administered during summer of 2012.	Graduates survey will be administered by the Office of Institutional Research. The department works closely with OIR in developing the survey and identifying graduates of the program and employers of the program.
SLAA Results	Results are received from ETS and reviewed in May of each year	Students are required to score a minimum of 169 in the state of Mississippi. The program must meet or exceed an 80% pass rate each year.

Program Evaluation Assessment	Date/Timeline	Structure
Institutional Performance Assessments	Conducted annually during the month of May.	Students' assessment results are reviewed by faculty during a meeting held in May each academic year. Institutional Performance Assessments include (A) SLLA Scores; (B) Culminating Project Score; (C) Internship I; (D) Internship II; (E) Candidates Disposition; (F) School Improvement Project; (G) Action Research Project. Rubrics are used to assess each candidate on each assessment. See Table 11.
Quality Self Assessment	Assessment meeting conducted during May each year.	Two meetings (a full day) will be held for the Quality Self Assessment and Institutional Performance Assessments (All rubrics are submitted and entered into Excel spreadsheets prior to the meeting). Faculty conduct an analysis of the data during the meeting focusing on how the program area can improve. Meeting 1: Formative evaluation as outlined in the Principal Preparation Program Quality Self Assessment Handbook; Meeting 2: Institutional Performance Assessments. The department head leads the evaluation/assessment meetings.
Process and Performance Review	Conducted annually during spring semester on the previous year's cohort.	Required by Mississippi Department of Education. The Process and Performance Review is usually conducted each spring. Five standards are addressed during the review. The department provides documentation and files to support the five standards. See Appendix 14.

- p. 49, last line, column 3: You note an assessment of "dispositions." What is it? How done?

RESPONSE: All students are assessed using a rubric for dispositions. (See Appendix D for instructions and the rubric for scoring students' dispositions.)

<u>**Appendix A, #1 Selection Document (District Endorsement)**</u>
Appendix 5A-Applicant Selection Documents (District Endorsement)
Master of Science in School Administration
Department of Leadership and Foundations
College of Education
Mississippi State University
Admissions Packet Materials: Letters of Endorsement

Applicant Name: _____

Superintendent/ District Office Administrator Letter
Applicants should provide this instruction sheet to the person in the district office most capable of providing the requested information. This letter should be sent on the applicant's behalf directly to the following address:

Leadership and Foundations Department
College of Education
Allen Hall 245/PO Box 6037
Mississippi State, MS 39762

Instructions for Endorser
In seeking to admit only top quality educators into the Mississippi State University School Administration Program it is requested that you complete the checklist below and provide a letter of endorsement on district letterhead for the above applicant. Your endorsement should reflect how the applicant's role as employee of the district demonstrates their potential to be a quality future school leader. Please organize your letter around the following six issues: (1) work ethic, (2) advocacy for children, (3) interpersonal relations, (4) integrity/ethics, (5) teaching expertise, and (6) leadership ability. We do not desire to learn of confidential personnel matters, but hope that in making your recommendation you will consider these items and whether it is appropriate for this applicant to be considered for a school leadership program.

The below rating scale is to provide MSU with a snapshot of the applicant's characteristics as an employee of the district.
Please mark the level that best reflects the applicant's performance 1 (poor) through 5 (excellent).

	1(poor)	2	3(average)	4	5 (excellent)
Work ethic	☐	☐	☐	☐	☐
Advocacy for children	☐	☐	☐	☐	☐
Interpersonal relations	☐	☐	☐	☐	☐
Integrity/ethics	☐	☐	☐	☐	☐
Teaching expertise	☐	☐	☐	☐	☐
Leadership ability	☐	☐	☐	☐	☐

Appendix A #2 <u>Selection Document (School-based Work Endorsement)</u>
Appendix 5B-Applicant Selection Documents (School-based/ Work Endorsement)

Master of Science in School Administration
Department of Leadership and Foundations
College of Education
Mississippi State University
Admissions Packet Materials: Letters of Endorsement

Applicant Name:_____

Principal/ Supervisor Office Letter
Applicants should provide this instruction sheet to the person in the school most capable of providing the requested information. This letter should be sent on the applicant's behalf directly to the following address:

Leadership and Foundations Department
College of Education
Allen Hall 245/PO Box 6037
Mississippi State, MS 39762

Instructions for Endorser
In seeking to admit only top quality educators into the Mississippi State University School Administration Program it is requested that you complete the checklist below and provide a letter of endorsement on district or school letterhead for the above applicant. Please organize your letter around the following six issues: (1) work ethic, (2) advocacy for children, (3) interpersonal relations, (4) integrity/ethics, (5) teaching expertise, and (6) leadership ability. Examples of this work can include committee work, grade level or department activities. The letter should also encapsulate how the applicant acts as a quality educator and the level of commitment he/she has for the success of all students in the school. Finally, the letter should address to what level you see the applicant's ability to become a quality school leader.

The below rating scale is to provide MSU with a snapshot of the applicant's characteristics as an employee of the district. Please mark the level that best reflects the applicant's performance: 1 (poor) through 5 (excellent).

	1(poor)	2	3(average)	4	5 (excellent)
Work ethic	☐	☐	☐	☐	☐
Advocacy for children	☐	☐	☐	☐	☐
Interpersonal relations	☐	☐	☐	☐	☐
Integrity/ethics	☐	☐	☐	☐	☐
Teaching expertise	☐	☐	☐	☐	☐
Leadership ability	☐	☐	☐	☐	☐

Appendix 5C- Work Sampler Instructions and Score Guide
Leadership Work Sampler for Applicant

To complement the MSU Graduate School Application, a Leadership Sampler for the MSU School Administration Masters Degree and Educational Specialist Degree is required to show Intent to become a School Leader, highlight Prior Experiences, and demonstrate Leadership Capabilities.

The following components must be included:

1. Up-to-date resume on candidate

2. Current license

3. Statement of philosophy of education
   300-500 word essay including beliefs on Teaching and Learning, with emphasis on your Vision for 21st Century Educational Leadership

4. Two (2) Letters of recommendation: one from the superintendent of the current district and one from the current principal that address the following areas:
   - Evidence of excellence in teaching
   - Evidence of commitment to advocacy for all children

5. Candidate artifacts
   Provide three documents that demonstrate excellence in the areas of (a) teaching, (b) leadership, and (c) advocacy for children. Submit one artifact and explanation for each of the areas. The three artifacts may be presented in any of these formats: video, photo journal, analysis of student data, unit design example, teacher-made lesson plan, media coverage of special event and/or award.

Appendix A, #4 Work Sampler Rubric
Appendix 5D Applicant Leadership Work Sampler Rubric
Educational Leadership Applicant Leadership Work Sampler Rubric

The following scoring guide is used for reviewing student work samples in the applicant process.

Applicant Name_____ Date_____

Reviewer_____ Cohort Beginning Term_____

CATEGORY	Exemplary (3 points)	Proficient (2 points)	Developing (1 point)	Unacceptable (0 points)	RATING
Teaching	All work samples use multiple teaching and assessment strategies to promote academic success for diverse learners	Most work samples use multiple teaching and assessment strategies to promote academic success for diverse learners	Some work samples use multiple teaching and assessment strategies to promote academic success for diverse learners	None of work samples use multiple teaching and assessment strategies to promote academic success for diverse learners	
Leadership	All work samples show evidence for taking responsibilities such as leading committee work and providing turnaround professional development	Most work samples show evidence for taking responsibilities such as leading committee work and providing turnaround professional development	Some work samples show evidence for taking responsibilities such as leading committee work and providing turnaround professional development	None of work samples show evidence for taking responsibilities such as leading committee work and providing turnaround professional development	
Advocacy for Children	All work samples show evidence of reaching out to families and other agencies to better support children and protect them from physical and psychological harms	Most work samples show evidence of reaching out to families and other agencies to better support children and protect them from physical and psychological harms	Some work samples show evidence of reaching out to families and other agencies to better support children and protect them from physical and psychological harms	None of work samples show evidence of reaching out to families and other agencies to better support children and protect them from physical and psychological harms	

Reviewer Notes:

Appendix A, #5 Behavioral Interview Questions

Appendix 5D- Behavioral Interview Questions

Behavioral Interview Questions

The interview will be conducted by members of the Admissions Committee for Educational Leadership Programs in the Department of Leadership and Foundations based on the following questions which address teaching, leadership, and advocacy for children:

Teaching
1. How would you describe yourself as a teacher? (For example, teaching strategies that you emphasize, the way you manage your classroom, discipline methods you use to maintain order in your classroom, etc.)
2. How do you know that your students learn? (For example, the impact your teaching methods have on your students' learning, meeting the needs of diverse learners, motivating underachieving students, etc.)
3. How do you make use of testing data to improve learning? (For example, types of data and technical information you review to determine the degree to which your students are learning, data use to change the way you teach, etc.)

Note: Faculty members participating in the interview process are encouraged to build upon the applicant's answers to the teaching questions by delving deeper into the topic through posing related follow-up questions.

Leadership
1. Why do you consider yourself to be a leader? (For example, projects you have guided to successful completion, committees you have chaired, responsibilities assigned you by the principal of your school, etc.)
2. Some leaders consider themselves to be "big picture people," while others are "detail oriented." Which type (big picture or detail oriented) most fits you and why did you answer as you did?
3. How do you go about solving a problem? (For example, the steps you take to solve it, collaboration with colleagues, evaluating results, etc.)

Note: Faculty members participating in the interview process are encouraged to build upon the applicant's answers to the leadership questions by delving deeper into the topic through posing related follow-up questions.

Advocacy for Children
1. What does the statement "being an advocate for children" mean to you? (For example, ideas for putting "advocacy for children" into practice.)
2. How do you reach out to families? (For example, strategies you use to communicate with parents involve parents in their children's learning at home; encourage parent participation at school, etc.)
3. How do you involve "hard to reach" parents in their children's education? (For example, parents who do not have much formal schooling themselves, parents who have had bad experiences with school in the past, parents who do not have access to the Internet, etc.)

Note: Faculty members participating in the interview process are encouraged to build upon the applicant's answers to the advocacy for children questions by delving deeper into the topic through posing related follow-up questions.

Mississippi State University
Master of Science Degree in School Administration
Field-Based Experience in Non-Internship Courses

Course	Name of Field-Based Project	# Hours
EDL 8413 – Legal, Policy, and Ethical Perspectives for School Leaders	One field-based project: Compare school policies/procedures to state-of-the art models.	2 - 4
EDL 8423 – Effective Leadership and Management for Schools	Two field-based projects: Home-School Relations Assessment and Improvement Project; Management Analysis Project	6 - 9
EDF 8433 – Using Data for School Improvement	Six field-based projects: Interview building-level administrators…; Prepare a visual presentation… Select a model/strategy/tool…; Develop a data wall…; Develop a plan for a data warehouse; Develop a school improvement plan…	12 - 18
EDF 8443 – Evaluation of School Programs	Four field-based projects: Short papers as assigned… Presentation… Evaluation Critique… Evaluation Design…	8 -12
EDL 8523 – Educating Diverse Learners	Two field-based projects: Exceptional Education Needs Student Project… Learning Needs Project…	4 - 6
EDL 8623 -- Leading Curriculum, Instruction, and Assessment	Three field-based projects: Curriculum Mapping and Alignment… Teacher Observations… Compare and analyze teacher assessments…	6 - 9
EDL 8633 – Human Resource Leadership for Schools	Four field-based projects: Human Resources Policy Critique… Teacher Selection Process Analysis… Professional Development Analysis… Teacher Supervision and Growth Planning Project…	8 - 12
EDL 8713 – School Business Operations, Safety, and Facility Leadership	No field-based projects listed: Students will compare simulations prepared in course assignments with their actual school facsimiles and….	2 - 4
EDL 8723 – Leadership for Positive Schools, Culture, and Climate	Four field-based projects: Communication Plan Project… Faculty/Student Development Plan… School Leader Decision-Making List Presentation…	8 - 12
	Total	58 - 88

Internship I-If a student completes 30 hours in the summer, this will leave 70 hours of internship work for the fall. Since up to 30 hours can count for the five Field Assignments—this would mean the student would need to decide on 40 extra hours of activities.
Internship II-100 hours of internship work needs to be done in the spring. 30 hours can count from the five Field Assignments, so this means the student needs to decide on 70 hours of additional work to be placed on the contract.

APPENDIX C

Reflective Journal

Intern will write a bi-weekly summary reflecting on the internship activities performed during those two weeks. Typically each entry will be between 1-2 double-spaced pages and will be updated and brought to seminar sessions and site visit conferences for possible review. Journal entries should refer to the specific internship leadership assignment on which the intern is reflecting and incorporate appropriate references from the leadership literature to support the intern's thoughts and actions in regard to the leadership assignment.

Week 1 Date: _____
(Insert journal narrative)

Continue as needed…

On the following page, please find an example of a suitable reflective journal entry in response to the internship leadership assignment described below.

EDL 8613: School Leadership Internship II

Required Internship Leadership Assignment	Summary of Leadership Assignment
Leadership Assignment #3 Planning and Vision Project	Intern participates/leads an aspect of the school planning process in preparation for the following school year. Review current plans, discuss goals identified by principal for new planning process, collaborate with planning group to create plan that helps achieve the school vision. Observe and discuss with the principal ways he/she communicates school vision continuously to teachers, students, and parents. Once plan is created, participate in presentation of plan to faculty/parent group, explaining how plan is to be implemented and monitored to advance the school vision.

Example Reflective Journal Entry for Leadership Assignment #3:

Week 1 Date: <u>August 15, 20XX</u>

This week I began preliminary work on Leadership Assignment #3. I met with the principal of School X in order to discuss the school vision and discover how he attempts to convey the vision to various school stakeholders. I learned that the principal's vision for School X is to graduate students who are good citizens, possess strong character, and demonstrate skills necessary to succeed in continuing education, the workplace, and the home. The principal at School X is trying to support the academic portion of this vision by mandating the school-wide use of Bloom's Taxonomy. Large posters illustrating this taxonomy are hanging around the hallways of the school and smaller versions of it are hanging in each teacher's classroom. Administrators look for teachers' use of it in their observations and incorporate it into their evaluations.

The principal recognizes, however, that the vision is being hindered in the school's requirement of a dictated curriculum, meaning that teachers are given packets created by the administration and department chairs that mandate what they are to teach each day, including identical department-wide quizzes, etc. The dictated curriculum also dictates a loss in the teacher's ability to adapt teaching methods to different students' learning styles, which means that many students will *not* develop the skills necessary to succeed in life—a primary component of the principal's vision.

The principal stated that he would like to work with me on plans to phase out the dictated curriculum, thereby allowing the teachers more autonomy in their classrooms. He believes these actions will better support his vision for school, which I believe are upheld by various scholars in educational leadership. For example, Deming instructs managers to "Remove barriers that rob the hourly worker of his right to pride in workmanship" (Deming, 2000, p. 27). The administration, or management team, at Sunnyside School does the opposite of this by dictating the workmanship of teachers rather than letting them use their own strengths and methods to teach their curriculum. In addition, Glasser explains that workers need to understand "that the leader accepts that they know a great deal about how to produce high quality and will therefore listen to what they have to say" (Glasser, 2000, p. 33). Finally, Sergiovanni describes empowerment as the idea that "everyone is free to do what makes sense, as long as people's decisions embody the values shared by the school community" (Sergiovanni, 2000, p. 269). I will keep these ideas in mind as I continue to develop plans to collaborate with my mentor principal phasing out the dictated curriculum in order to help advance the vision of the school.

References

Deming, W. E. (2000). Condensation of the fourteen points for management. In *The Jossey-Bass reader on educational leadership* (pp. xx-xx). San Francisco, CA: Jossey-Bass.

Glasser, W. (2000). We need noncoercive lead-management from the state superintendent to the teacher. In *The Jossey-Bass reader on educational leadership* (pp. 28-37). San Francisco, CA: Jossey-Bass.

Sergiovanni, T. J. (2000). Leadership as stewardship: "Who's serving who?" In *The Jossey-Bass reader on educational leadership* (pp. xx-xx). San Francisco, CA: Jossey-Bass.

Appendix D Instructions and Scoring Rubric for Student Dispositions

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Department of Leadership and Foundations
Mississippi State University
Instructions for Scoring Rubric for Student Dispositions

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The Leadership program addresses the knowledge, skills, performances, and dispositions needed by administrators. What are dispositions? They have been defined as the "values, commitments, and professional ethics that influence behavior toward students, families, colleagues and communities and affect student learning, motivation and development as well the educator's own professional growth" (NCATE, 2000). Dispositions can also be described as attitudes and beliefs about learning and teaching (e.g., the belief that all children can learn) and as professional conduct and behavior. Not all dispositions can be directly assessed, but aspects of professional behavior are assessed during classes and field experiences. Professional behaviors and characteristics are described below. Students should aspire to conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism, whether included below or not.

1. **Responsibilities:** Is present, punctual and prepared for classes and field experiences; completes assignments in a timely manner; dependable; cooperative; knows and follows guidelines in course syllabi, university and school handbooks; exhibits dress and grooming appropriate for the setting; self-directed; accepts responsibility.

2. **Communication:** Uses appropriate language; demonstrates ability to speak and write with clarity; uses Standard English in writing and speaking; a good listener.

3. **Interpersonal Skills:** Shows courtesy and respect for peers, staff, faculty, and members of the university community; works collaboratively with others; avoids disparaging or critical remarks; establishes positive rapport and appropriate relationships; shows sensitivity to all; is committed to diversity, open-minded, supportive, and encouraging.

4. **Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; respects individual differences; shows initiative and creativity; is dedicated to the teaching and learning process; demonstrates persistence in helping all achieve success; exhibits classroom awareness and caring attitude toward all other students.

5. **Judgment:** Is mature, exhibits self-control, reacts appropriately under stress; is flexible, adapts to change; is able to accept and express different points of view in a professional manner; uses good judgment; accepts responsibility for own actions.

6. **Ethics:** Demonstrates truthfulness and honesty; maintains ethical and legal behaviors in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit and avoiding plagiarism/cheating; adheres to ethics/policies of the university and the profession.

7. **Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning other students, faculty, staff, and the university community; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

The student's advisory committee should complete the disposition rubric during the scoring of the student's comprehension exam.

Department of Leadership and Foundations
Instructions for Reporting of Student Dispositions

Procedures:

1. Graduate students enrolled in the Department of Leadership and Foundations are introduced to the Educational Leader Professional Dispositions through the description in the Department Handbook. In addition, information regarding dispositions will be articulated in all departmental classes.

2. If an instructor or faculty member has concerns about a student's professional behavior or dispositions at any time, that instructor or faculty member will meet with the student and recommend corrective action. If warranted, documentation of the meeting should be placed in the student's folder.

3. If the concern is serious or the problem is not resolved, the faculty member will complete an Educational Leader Professional Dispositions form (Step I) and send it to the Graduate Coordinator and Department Head. The Graduate Coordinator will schedule a review of the form by the program area committee.

4. The program area committee is comprised of a minimum of three full-time faculty members from the Department of Leadership and Foundations.

5. The program area committee will review the Educational Leader Professional Dispositions form and recommend a plan of action (Step 2) if one is needed. The plan of action could include specific recommendations for assistance or improvement. In addition, action may include deferring conditional requirements for continuing in the program, or denying continuation in the program. In some cases, no action will be taken. Committee decisions will be forwarded to the student, originating faculty member, the Department Head and placed in the student's file.

6. If the situation warrants, the Graduate Coordinator and/or Department Head will meet with the student to inform him/her of the committee decision. Documentation of that conference will be forwarded to the Dean of the College of Education.

7. The student may appeal the decision to the Dean of Education. The decision of the Dean is final.

Department of Leadership and Foundations
Educational Leader Professional Dispositions Form

This form is applicable to students participating in the graduate programs in the Department of Leadership and Foundations. Any instructor or faculty member may file an Educational Leader Professional Dispositions form if a student's professional behavior or disposition is questioned.

Step1 should be completed within 5 days and submitted to the Graduate Coordinator and Department Head. Step 2 should be completed within an additional 5 days and forwarded to the student, originating faculty member, Graduate Coordinator, Department Head and placed in the student's file.

Student's Name: (Please Print) _____ MSU NET ID:_____

Course: _____

Semester: _____Year:_____

Circle the area being addressed:

1. Responsibilities   5. Judgment
2. Communication   6. Ethics
3. Interpersonal Skills   7. Self-Reflection
4. Classroom Characteristics

Step 1. Faculty Member's Description of Concern(s) and Recommended Action (attach additional information if needed)

_____
_____
_____
_____
_____

Faculty Member's Signature: _____ Date: _____

Student's Signature: _____ Date: _____
(Signature indicates the form has been shared with the student.)

Step 2. Program Area Committee Comments/Action Taken (attach additional information)

_____
_____
_____
_____
_____

Graduate Coordinator's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Department of Leadership and Foundations
Rubric for Scoring Student Dispositions

Student's Name: _____   Major: _____   Date: _____

	1.Unacceptable	2.Acceptable	3.Target	SCORE
Responsible Behavior: Is present, punctual and prepared for classes and field experiences; completes assignments in a timely manner; is dependable and cooperative; knows and follows guidelines in course syllabi, university, and school handbooks; exhibits dress and grooming appropriate for the setting; is self-directed; accepts responsibility. *Advanced CFPO 1*				
Communication Skills: Uses appropriate language; demonstrates ability to speak and write with clarity; uses standard English in writing and speaking; is a good listener. *Initial CFPO 5; Advanced CFPO 5*				
Interpersonal Skills: Shows courtesy and respect for peers, staff, faculty, and members of the university community; works collaboratively with others; avoids disparaging or critical remarks; establishes positive rapport and appropriate relationships; shows sensitivity to all; is committed to diversity, open-minded, supportive, and encouraging. *Initial CFPO 5, 9; Advanced CFPO 5, 9*				
Classroom Characteristics: Is fair, positive, enthusiastic, optimistic, patient, empathetic, inquisitive, and resourceful; respects individual differences; shows initiative and creativity; is dedicated to the teaching and learning process; believes that all students can learn; demonstrates persistence in helping all achieve success; exhibits classroom awareness and caring attitude toward all other students. *Initial CFPO 2, 6, 10; Advanced CFPO 2, 6*				
Judgment: Is mature, exhibits self-control, reacts appropriately under stress; is flexible, adapts to change; is able to accept and express different points of view in a professional manner; uses good judgment; accepts responsibility for own actions. *Initial CFPO 1, 6; Advanced CFPO 1, 6, 10*				
Ethical Behavior: Demonstrates truthfulness and honesty; maintains ethical and legal behaviors in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit and avoiding plagiarism/cheating; adheres to ethics/policies of the university and the profession. *Initial CFPO 1; Advanced CFPO 1*				
Self-Reflection: Engages in problem solving and self-evaluation; reflects on decisions made concerning other students, faculty, staff, and the university community; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth. *Initial CFPO 8; Advanced CFPO 8*				
Total Score				
Average Score = Total Score/Number of Scores				

Comments_____

Committee Member_____