Purpose

The Principal Preparation Handbook is an official publication of the University of the Cumberlands, compiled and edited by the principal preparation faculty and planning committee. The Handbook is a general information guide for the candidates to follow in the admission, enrollment and implantation process, and each candidate is responsible for its contents. Academic information may be obtained from the Office of Academic Affairs, the Registrar, departmental publications, and the University Catalog. *Failure to read this Handbook does not excuse candidates from the requirements and regulations described herein.* The word candidate in the Handbook and in any other official University of the Cumberlands publication is defined to be all persons enrolled in a preparation program. While the information presented here is as accurate as possible as of the date of publication, the University reserves the right to make changes as future circumstances may require.
Accreditation Statement

Accreditation

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) has accredited University of the Cumberlands to award the Educational Specialist and Doctor of Education Degrees. Additionally, the Kentucky Education Professional Standards Board for Administrator Certification has approved that these degree programs and leadership planned programs may lead to appropriate administrator licenses based on the National Council of Accreditation for Teacher Education (NCATE) standards.

University of the Cumberlands complies with all applicable federal and state non-discrimination statutes, and does not engage in prohibited discrimination on the basis of race, color, nationality, ethnic origin, sex, age, or disability. Inquiries concerning the approval status of the University may be directed to Dr. Tom Fish (Tom.Fish@ucumberlands.edu) in the Office of Academic Affairs, 6170 College Station Drive Williamsburg, KY 40769, 606-539-4216. In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, color, national or ethnic origin, age, disability, or military service in its administration of education policies, programs, or activities; admissions basis of religion in order to fulfill its purposes. The University reserves the right to deny admission to any candidate whose academic preparation, character, or personal conduct is determined to be inconsistent with the purpose and objectives of the University. Where possible, the University will seek to reasonably accommodate a candidate’s disability. However, the University’s obligation to reasonably accommodate a candidate’s disability ends where the accommodation would pose an undue hardship on the University or where the accommodation in question would fundamentally alter the principal preparation program. No candidate who is otherwise qualified will be denied solely by reason of a disability. Any student who needs accommodation for a disability must notify the Human Resources office at 6170 College Station Drive Williamsburg, KY 40769, 606-539-4211. Appropriate documentation of the disability will be required. This office can assist in arranging accommodations for candidates with respect to advising, financial aid, registration, and instruction.
GRADUATE PROGRAM
ADVANCED EDUCATIONAL STUDIES: PRINCIPALSHIP

CANDIDATE HANDBOOK

Degree: Certification, Level I; Certification, Level II

Certification Level: P – 12

Preparation Level: Advanced

Rank Level: Rank I

Date: August 2013

State Regulation governing this program: 16 KAR 3:050. Instructional Leadership – School Principal Certification

UNIVERSITY OF THE CUMBERLANDS
College of Education: Advanced Educational Studies
Following implementation of the Principal Preparation Program, the University of the Cumberlands/Local School District Design Team will meet at least once a semester to review progress on program implementation and review and discuss changes or modifications necessary for program effectiveness.
**Table of Contents**

**Introduction** ......................................................................................................................... 8-9

**Part I: Program Information**

Alignment of Principal Preparation Program Standards .................................................. 10
Alignment with University Standards ............................................................................. 10-11
Mission..................................................................................................................................... 11
Program Guiding Concept .................................................................................................... 11
Program Specific Goals .......................................................................................................... 11-12
The Conceptual Framework ................................................................................................. 13
Prerequisites for Admission ................................................................................................. 14
Description of Program: Design and Structure ............................................................... 14-16
Plan for Delivery of Principal Preparation Program ....................................................... 16-18
Collaboration with District Partners to Provide a High Quality Field Experience
  Field Experience Faculty ....................................................................................................... 18-21
  Principal Mentor .................................................................................................................. 21
  University Advisor ............................................................................................................. 21
Continuous Assessment Plan ............................................................................................... 21-22
Assessment System for Monitoring Checkpoints ............................................................. 22-24
Pre-assessment and Individual Learning Program ............................................................. 24-27
Continuous Assessment and Transition Points .................................................................. 27-32
Dispositions .......................................................................................................................... 33-34
Evaluation of Field and Clinical Experiences .................................................................. 34
Field Experiences Supporting Diversity ............................................................................ 34-35
Monitoring Field Experiences ............................................................................................. 35
Situational Observations ....................................................................................................... 35
Capstone Project at the End of Level 1 ................................................................................ 36-37
Components of the Capstone Project .................................................................................. 37-38
Final Capstone Project Report ............................................................................................. 38-39
Exit Evaluation: Capstone Project Presentation ............................................................... 39
Capstone Project Rubric ......................................................................................................... 39-40

**Part II: Licensure Information**

Application and Statement of Eligibility Level 1 and Level II ........................................ 41-43
SLLA and Kentucky Specialty Test ....................................................................................... 43
Part III: Other Information Important to Candidate Success

Plan for Providing Highly Qualified Faculty in the Principal Preparation Program.................................................................44
Plan for Technology.................................................................................................................................................44
Academic Dishonesty Policy.................................................................45
Candidate Grievance......................................................................................................................................................45-46
Individual Action Plan..............................................................................................................................................46-47
Background Checks.........................................................................................................................................................47-48
Code of Ethics.................................................................................................................................................................48
Proof of Immunization and TB Clearance....................................................................................................................48
Supporting Student Services........................................................................................................................................48
Insurance.................................................................................................................................................................................48-49

Appendix A: Course Syllabi................................................................................................................................................50-204
Appendix B: Field Experience Time Sheet and Matrix..................................................................................................205-208
Appendix C: Field Experience Evaluation.....................................................................................................................209-212
Appendix D: Capstone Project Rubric and Reporting Forms.............................................................................................213-228
Appendix E: Selection Screening Protocol...................................................................................................................229-235
Appendix F: Code of Ethics...................................................................................................................................................236-238
Appendix G: ISLLC 2008.......................................................................................................................................................239-241
Appendix H: Technology Standards for School Administrators.........................................................................................242-245
Appendix I: University of the Cumberlands Dispositions Survey ......246-247
Appendix J: Dispositions Reporting...................................................................................................................................248-249
Appendix K: Educational Professional Candidate Dispositions Feedback: CONFIDENTIAL..........................................................250-251
Appendix L: Faculty Contact Information.................................................................252-261
Appendix M: Memorandum of Understanding................................................................................................................262-264
Appendix N: Curriculum Contract Level I and Level II.......................265-268
Appendix O: Principal Candidate Handbook Acknowledgement........270
INTRODUCTION

Welcome to the University of the Cumberlands College of Graduate Education: Advanced Education Studies for principal preparation. This program is designed to develop the leadership capabilities necessary to guide Kentucky schools to academic success. An integral part of the Principal Certification Program is coursework that provides extensive training in instructional leadership, school culture, strategic planning, and resource allocation. The underlying principles for this program are three-fold. First, the program is designed to develop principal candidates with the leadership knowledge and skills to become a school’s instructional leader and school improvement facilitator. To assume these roles, principal candidates must have a clear understanding of how to nurture effective teaching and learning practices, how to provide feedback to teachers, and how to organize and facilitate professional learning communities. Second, the program is designed to provide principal candidates with the expertise needed to establish and maintain a positive, productive school culture and climate. Third, the program is designed to provide advanced candidates the skills necessary to manage strategic planning, including resource allocation. These three goals of the principal preparation program are pursued by providing candidates both formal and informal opportunities to apply theories and principles of educational leadership through practical field experiences that focus on helping candidates improve their professional skills and abilities.

The curriculum in the Principalship Program provides candidates with a rich variety of coursework intended to enhance the candidate’s leadership and curricular knowledge and expertise in the school setting. Designed through collaborative efforts of university faculty and school administrators, the curriculum includes courses focusing on providing instructional leadership, developing professional learning communities, instituting and sustaining community relations, and enhancing school management through effective strategic planning and resource allocation. Unique features of this program include involvement of schools and the community from the beginning and throughout the program with the inclusion of a minimum of 185 required field and clinical hours. Notably, these required hours are not solely directed at simple observation but rather require candidates to work actively within their school to provide positive and productive leadership which will affect change. Throughout the program faculty guide the learning process as well as oversee key anchor assessments. During all courses, candidates will participate in leadership, self-assessment of the impact of professional practices on student learning, and on connections with parents and communities. School-based field experiences and signature assessments were designed and implemented with input from colleagues. Colleagues and district administrators also serve as mentors. District school administrators either co-teach or serve as an advisor to all of the courses in this program. In addition, the school community serves as part of the audience for the presentation of the results of the capstone project.

Coursework in the program is delivered through a mixed or hybrid system, including online learning using audio and video, regular face-to-face classroom instruction through occasional weekend coursework/seminars, and university faculty and P-12 partner mentoring visits to candidates’ work locations. Each candidate has direct experiences in both university and school settings with diverse populations.

This handbook will help candidates understand the guidelines and requirements of the principal preparation program. It will answer many questions, but candidates also will need to stay in close touch with their advisors for specifics regarding this program. This program is focused on building relationships with candidates through a cohort model, providing instruction and support for a successful completion of the coursework, field experience, and capstone project.
Important note:

This handbook refers to the *University of the Cumberlands Student Catalog* for specific information on university policies and courses. Candidates should have the catalog on hand as reference and visit our graduate programs in education administrative specialty website at [http://gradweb.ucumberlands.edu/#T-4](http://gradweb.ucumberlands.edu/#T-4). Once you have been admitted to University of the Cumberlands and have enrolled in your first course, you are eligible to enroll yourself in future course offerings. By using your SunGard user name and password, you can log on to SunGard through MyUC and proceed with registration. If you have problems and/or questions, please contact the Graduate Advising Center or your advisor. The Handbook can also be found on the Graduate Education Website. At your initial enrollment, you will be directed through email about next steps, and the Graduate Advising Center will send you an Advising Orientation Packet. You will be asked to sign and return the *Declaration of Understanding* document (Appendix O). One of the most important documents you will follow is the planned program. This document outlines the courses you must take and the assessments you will complete through the three Pillars of the program. If you would like to review other courses that University of the Cumberlands offers, check the Graduate Catalog and Graduate Schedule of Classes on the website. The principal preparation and certification program has a prescribed sequence of courses that must be taken in order and as a member of a cohort.

Once you have met all admissions requirements and been accepted for entrance into the principal preparation program by the Graduate Education Committee (fulfilling all requirements of Pillar IV), you will receive a welcome letter from the Education Department Chair and be officially enrolled. The principal preparation program is an eighteen-month program. Courses are conducted through the course-management-system, *Angel*, and through face-to-face meetings on scheduled Saturdays. You will have to take some training in order to use the *Angel* system. In some cases, instructors will e-mail you before the class begins with further clarification and/or directions. Each course includes a mandatory session one night per week. These sessions are designed to provide you with clarifications, additions, and instructions about course content. This is a guaranteed time to discuss issues with your instructor, interact with other candidates, and receive feedback on assignments, quizzes, test, papers, etc. Because most courses at University of the Cumberlands are eight (8) weeks, you are only allowed two missed (or signing in late) sessions without penalty. All Saturday sessions are mandatory. Only in extreme emergency situations will a candidate be approved (by the instructor) to miss a Saturday session. Attendance is taken each session. You are responsible for all material(s) covered or assigned during the missed sessions. Not all professors use Angel exclusively. *It is the responsibility of the candidate to communicate with the professor before beginning a class.* Some online sessions may require technology capability of observing from long distance using Elluminate, SKYPE or other means. The technology needed would include a webcam, a computer, and a broadband Internet connection. Be sure to check to make sure you have everything you need to participate. You will find a checklist of documents that you must have from the beginning of your program to its completion, a timeline of when these documents are to be received by University of the Cumberlands and the course syllabi in Appendix A of this Handbook.
Part I: Program Information

Alignment of Principal Preparation Program Standards

In all programs, the University of the Cumberlands’ Department of Education assures that its programs are aligned with institutional, state and professional standards. Standards guide the actions of both candidates and unit personnel. Program experiences in the Principal Preparation Program are designed to meet:

- The Interstate School Leaders Licensure Consortium standards (2008). These standards reflect the centrality of student learning, acknowledge the changing role of the school leader, recognize the collaborative nature of school leadership; upgrade the quality of the profession; inform performance-based systems of assessment and evaluation for school leaders; and integrate leadership preparation and provide coherence.

- The Technology Standards for School Administrators and Development (2001). These Standards enable programs to move from just acknowledging the importance of administrators to defining the specifics of what administrators need to know and be able to do in order to discharge their responsibility as leaders in the effective use of technology in our schools.

- The Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development dimensions and functions. These dimensions and functions are aligned with the national ISLLC standards, and the Education Department’s knowledge, skills and dispositions. Throughout the program, candidates must demonstrate progress toward acquiring proficiency on the Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development dimensions and functions approved in May 2008.

- The University’s standards are established in the Conceptual Framework. Dispositions are the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to fulfill the vision expressed by the Conceptual Framework of the Department of Education.

- The Kentucky Code of Ethics - 16 KAR 1:020 establishes the code of ethics for Kentucky school certified personnel and states that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

Alignment with University of the Cumberlands Standards

University of the Cumberlands Administrative Certification and Endorsement programs are for educators that have aspirations of working in an administrative or content specific role. The certifications and endorsements are meant to equip practitioners with the knowledge, experience, and dispositions needed to guide our schools and communities forward. Our certifications cover a number of administrative and content specific roles, all leading toward additional certification and increased job potential. The certification programs are offered in an online format to help working educators balance their already full schedules and lives, and the courses are
offered throughout the year in eight and sixteen week terms. Candidates will enroll in cohorts and work through the eighteen-month program together.

**The University Mission:**

University of the Cumberlands has historically served students primarily, but not exclusively, from the beautiful mountain regions of Kentucky, Tennessee, West Virginia, Virginia, Georgia, North Carolina, South Carolina, Ohio and Alabama which have traditionally been described as Appalachia. The University's impact can be seen in the achievements of its graduates who have assumed roles of leadership in this region and throughout the nation. While located in the resort-like area of Appalachia, with emphasis primarily on serving the beautiful mountain area, the University now reaches into every state and around the world through its student body and alumni. UC continues to offer promising students of all backgrounds a broad-based liberal arts program enriched with Christian values. The University strives for excellence in all of its endeavors and expects from students a similar dedication to this pursuit. Its commitment to a strong academic program is joined with a commitment to a strong work ethic. UC encourages students to think critically and creatively so that they may better prepare themselves for lives of responsible service and leadership. This focus of its undergraduate programs is extended and extrapolated into its graduate programs. These programs prepare professionals to be servant-leaders in their disciplines and communities, linking research with practice and knowledge with ethical decision-making in the pursuit of the life more abundant for both the individual and society.

**Program Guiding Concept:** The design of the Principalship Program fosters an educational culture in which leaders in instruction are informed through research, continuous data collection and analysis, and field and clinical experiences, while embracing the department’s themes of reflection, constructivism, quality learning experiences, and critical thinking. The Principal Program’s guiding focus is to create principals who are Reflective Constructors of Quality Learning Experiences through Critical Thinking and thus can bring effectively professional knowledge and leadership skills to their school community.

**Program Specific Goals:** The University’s Principalship Program is informed by the following goals:

- **A focus on collaborative leadership.** One truth that all school personnel must understand is that administrative leadership needs the support of teachers as leaders and school leadership teams in order to develop, manage and sustain school improvement. The effective principal creates a culture where all members of the school are engaged in the areas of curriculum, instruction, assessment and cultural climate.

- **The creation of professional learning communities (PLC) within schools to help shepherd school improvement.** Through research and interviews with area school administrators and teachers, this was determined to be a critical need. The focus of a professional learning community should be to focus on strategies for all students to ensure that struggling students receive additional time and support for learning so that students are not forced into remediation or compensatory education. Principals should serve as facilitators of professional learning communities. PLCs contribute are active in building school improvement efforts. As leaders, they will learn to work as members of ongoing, high-performing, collaborative teams that focus on improving student learning for all students.

- **The necessity of providing assistance to all teachers, including newly employed teachers beyond the one-year KTIP program.** Historically, 50% of teachers leave the teaching profession within the first
five years of beginning their career and 33% percent leave within the first two years. According to Project Lead, funded by the Helen Devitt Jones Foundation (n. d.), 50% of all certified public school teachers permanently leave the teaching profession before the end of their fifth year of teaching. Additional assistance should be provided to support beginning teachers. Content that focuses on retaining and retention of quality teachers is a vital part of this program. The Principalship Program plays a valuable role in reducing the attrition of teachers through showing principals the importance of providing support through coaching, professional development, and feedback to teachers.

- **An increased focus on collaboration between area school districts and the University.** This increased collaborative effort includes both departmental faculty and faculty in the arts and sciences. There has traditionally been an artificial separation of public schools and institutions of higher education. This program is designed to provide better support through the inclusion of field and clinical experiences and projects/anchor assessments throughout the coursework. District personnel, including both teachers and administrators will either co-teach or advise all of the courses in this program with university faculty.

- **Emphasis on College and Career Readiness.** University of the Cumberlands understands that much of the population credits or blames the college and career readiness of a school system’s P-12 graduates on those four years spent in secondary education and not on the total twelve- or thirteen-year program. The University, along with other postsecondary institutions in Kentucky, must focus its aspiring candidates in helping teachers prepare students at all grade levels in public and private schools to improve their college and career readiness. This can only be accomplished if candidates in this program learn and experience in their coursework ways in which school principals can improve the college and career readiness standards of their graduates.

- **Significance of technology within the Principal Preparation Program.** Every aspiring principal candidate must be fully competent in the use of instructional technology. To that end, the program has the use of technology embedded throughout coursework and field experiences rather than limited to individual technology courses. This holistic use of technology equips aspiring principal candidates with administrative skills in leadership, analysis and planning. By using productivity software, such as data management systems and scheduling programs, principals can assist teachers and other school staff in improving teaching and learning.

- **Assessment of leadership capabilities.** Because the focus of this certification program is on leadership and the development of principal candidates, the present leadership capacity of all candidates entering the program is screened and assessed. The results of these initial assessments provide a benchmark and serve to assist the candidate with their personal development plan. The candidate’s capstone project should then demonstrate significant growth in their leadership capability. The program uses the KyCLS Leadership Principal Preparation Worksheet to assess with candidates their entry level into principal leadership.
The Conceptual Framework

The Unit (Education Department) supports the University’s goal to provide learning experiences that enable graduates to become leaders in ethical deliberation and to use their reflective-critical thinking and problem-solving skills to become productive members of a democratic society. Both the undergraduate and graduate programs are based on best practices, and are designed to prepare candidates to be Reflective Constructors of Quality Learning Experiences through Critical Thinking.

This is the motto from the Conceptual Framework that guides all Unit processes.

- **Reflective** - basing reflections on student assessment data
- **Constructors** - designing lessons based on students’ existing knowledge and skills; basing instruction on contextual information; actively engaging students in the learning process; enabling students to connect learning to their own lives
- **Quality** - consistently improving instruction based on student assessment data, feedback from peers and supervisors, and self evaluations
- **Critical Thinking** - demonstrating the higher level cognitive processes in the planning, implementation, and evaluation processes; providing students with opportunities to think at higher levels (Depth of Knowledge levels 2,3,4)

**The Education Department’s Mission from the Conceptual Framework states:** The Unit will provide strong initial and advanced academic programs to teacher candidates and other school personnel that instill in them a commitment to a strong work ethic and prepare them for lives committed to excellence, professional integrity, and leadership that will impact student learning. By being Reflective Constructors of Quality Learning Experiences through Critical Thinking, graduates will possess the knowledge, skills, dispositions and spiritual values that will serve the needs of a diverse learning community.

**The Education Department’s Vision from the Conceptual Framework states:** The Unit will prepare teacher candidates and other school personnel to be Reflective Constructors of Quality Learning Experiences through Critical Thinking and subsequently provide them with academic and practical experiences. Graduates will possess an understanding of technology that will help them meet the needs of diverse populations. During coursework and assessments, candidates are required to demonstrate their **conceptual, strategic, evaluative,** and **communicative** knowledge.

- **Conceptual Knowledge** is foundational in nature and emphasizes the necessary planning and pedagogy that will assist candidates in becoming effective educators.
- **Strategic Knowledge** is gained when candidates learn content and integrate this content knowledge into instruction and supervision. Strategic Knowledge can be referred to as intentional actions selected to achieve specific goals.
- **Evaluative Knowledge** concentrates on the further integration of knowledge as well as reflection and assessment.
- Lastly, **Communicative Knowledge** represents a culmination of previous knowledge into actual instruction. Thus, candidates communicate what they have learned in the form of effective classroom instruction or supervision.
**Prerequisites for Admission to the University Principal Preparation Program**

University of the Cumberlands Education Department and its local school district partners will jointly screen principal candidate applicants through:

- Scoring of letters of recommendation supporting favorable dispositions
- Scoring of Writing Samples as shown on the Selection Screening Protocol in Appendix G.
- Participation on the Graduate Education Committee that reviews applicant applications and occasionally, if necessary includes a formal interview of the candidate
- Recommendation and/or identification of potential program leaders or mentors to participate in co-teaching of courses and/or mentoring or candidates

Entry-level assessments include specific requirements for admission into the program including a GPA of 3.0 or better and the recommendation by the Coordinator of Graduate Admissions and the Chair of the units Graduate Education Department. Other prerequisites for admission to the Principalship Program include:

- Master’s degree from an accredited institution of higher education with a G.P.A. of 3.0 or higher
- Three years of documented teaching experience in a private or public school which meets standards as established in KRS 156.160
- Current Teaching Certificate
- A statement of support from a school district signed by the superintendent or the superintendent’s designee pledging a high quality practicum experience, including opportunities for the candidate to (a) observe school and district leaders, (b) participate in school and district leadership activities, (c) have access to aggregated school and district information and data. (If candidate does not have access to a district that has already partnered with UC in the form of a signed MOU or is not currently employed in a school district, candidate must provide a statement of support.)
- Two additional statements of support which must be a sitting principal, other school or district administrator and P-12 educator or professional staff.
- Kentucky Professional Code of Ethics signed by candidate
- Assessment of entry level writing assignment and video, which attests to and shows evidence of the candidate’s skills and understanding of (a) ability to improve student achievement, (b) leadership, (c) advanced knowledge of curriculum, instruction, and assessment and evidence of ability to improve student achievement

**Description of Program: Design and Structure**

The design of the university’s programs supports the mission of area schools by focusing all graduate courses on providing leadership and pedagogical skills and knowledge to all advanced candidates. This program of studies at the graduate level includes leadership components which will facilitate improvement in student achievement. This course of study is rigorous, relevant and rewarding. It will provide Principal Candidates opportunities to explore their own practice while engaging in school improvement activities to support building and district goals. This will be accomplished by the integration of the following key elements:
Courses are offered in a prescribed sequence, typically concluding at the end of five consecutive semesters / eighteen months. Courses are three credits each and run either eight or sixteen weeks in length depending on the content and instructional time needed for field experiences and research. Courses are delivered via an online learning platform and in face-to-face meetings. Learning resources are mailed to candidates, received in the face-to-face meetings or are available through the online sessions. Courses are designed to meet the competencies at the knowledge, skills, and professional dispositions levels required by the Education Professional Standards Board, Education Department and partnering school districts. The program is designed to offer opportunities to work both in groups and individually. Candidates will interact with other candidates and with their course instructors to discuss content, assignments, projects, and experiences in the field. Assignments are submitted electronically or in person, and are evaluated/graded by course instructors. (Course syllabi are available in Appendix A.) Specific examples of the coursework include the following:

a. An Introductory course that lays the foundation for the learning in each of the focused courses and sets the stage for a successful program.

b. Specific courses focusing on each of the elements of an effective principal: Instructional Leadership, Human Resource Management and Supervision, School Climate and Culture, School and Community Relations, Organizational Structures and Operations, and Strategic Planning.

c. A course (ADMOL 672, The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance) that focuses on the aggregation and disaggregation of test data from both classroom assessments as well as the standardized test given by the Commonwealth of Kentucky. The focus here is to use test data not only as evidence of learning but rather to use that data for learning. The successful use of formative and summative assessments has been proven to improve student achievement.

d. A research course, ADMOL 679 Research and Development: Capstone Project, runs throughout the program and offers continued support to the candidate throughout the program in preparing the Capstone Project.

e. A level approach to allow for individualizing the program for each candidate.

f. The program provides extensive field experiences focusing on the areas of leadership/scholarship as indicated in Table 1.

g. Signature /Anchor assessments in each course are based upon the Kentucky Program of Studies, state approved content and assessment system, Standards and Indicators for School Improvement, College and Career Readiness Standards, the Interstate School Leaders Licensure Consortium Standards, the Technology Standards for School Administrators and the Leadership Continuum documents. These signature assessments will be included in a culminating portfolio.

2. District, Building and Classroom-level involvement in Principal Activities. Specific examples of these activities include the following:

a. Active involvement of university faculty in area P-16 Councils, school district task forces and roundtable discussions with area schools to fully implement the Principalship Program.

b. Graduate courses taught by a team of university faculty and by local school personnel. This process provides for (1) developing an understanding of the whole school, (2) working productively with others, (3) deepening the instructional capacity of colleagues to develop Professional Learning Communities, and (4) leading school improvement through a more in-depth focus on school leadership.
c. Faculty members from both the university’s Education Department and from other departments available to serve as partner instructors in area elementary, middle and secondary school classrooms.

d. Area P-12 students brought to campus to participate in activities hosted by Arts and Science faculty members. These faculty members will oversee history quizzes, music, art and science competitions and health fairs. Moreover, these visits will help promote the idea that a college education is a collective sum of many disciplines.

e. One or more professional development activities designed to improve pedagogical skills of area schools through best practices will be offered to area districts. The University will elicit topics from area school districts and offer professional development to those districts yearly.

3. District, Building, and Classroom-level Scholarship Activities for the Principal Candidate. Specific examples of these activities include the following:

a. Publications: Active involvement of the Principal candidate and the Principal mentor in aligning, pacing and monitoring of curriculum implementation and specific materials for the professional learning community.

b. Presentations: Active involvement of the Principal candidate and the Principal mentor in leading and presenting professional development activities and other opportunities for presenting at public forums such as the local school, district, and community.

4. A Cohort Design in Delivery. To develop collaborative leadership skills and holistic understanding of the P-12 principalship, candidates will work through the program in cohorts. Candidates will begin as a Cohort in ADMOL 650 Introduction to School Leadership and continue in this cohort group throughout the program. Specifically, candidates will often work in three-member groups (each with collective experiences in an elementary school, a middle school, and a high school) so that candidates are well-versed at all levels. Sharing of work with cohort peers and principals is intended to develop reflective skills and ability to respond appropriately to publicly presented questions and criticism.

5. Faculty in the Arts and Sciences at University of the Cumberlands will be invited to serve as resource persons (not as instructors of record) and participate in various presentations. For example, in the Business department, faculty who teach BUOL 532 Organizational or BUOL 638 Strategic Decision Making may serve as resource to provide a perspective from the business vantage point on budget allocation, time, and staffing and how these instruments can work to the advantage of a school leader in the implementation of a School Improvement Plan. Secondly, the University of the Cumberlands Psychology Department will be involved in various courses.

Plan for Delivery of the Principal Preparation Program

University of the Cumberlands recognizes that students have different learning styles and, therefore, incorporates various learning methods into the delivery of courses. Cooperative groups figure significantly in a variety of courses that exploit, for instance, through discussion thread postings and posted assignments. In addition, every online class has a mandatory synchronous “chat” session for a minimum of one and a half hours weekly through audio and video conferences. Assignments are posted online, and exams may be posted online and scored electronically. Instructors also use email, telephone, and video conferencing to communicate further with students beyond the weekly chat sessions. In this way, University of the Cumberlands online delivery system accommodates a myriad of learning styles so all students have opportunities to succeed. Online instructional delivery serves candidates who exhibit tendencies of being collaborative and self-
motivated learners as well as abstract thinkers (Diaz & Cartnal, 1999). Hence, University of the Cumberlands has intentionally constructed this Principalship Program on a hybrid model, which includes both online as well as face-to-face components.

To further support the development of candidates, a university faculty member (serving as a mentor) assists the course instructor as well as the candidate through:

- Visitations to the candidate’s site.
- Conferences with the candidate’s supervisor.
- Assistance of the candidate in the writing of the Professional Growth Plan and completing the signature/anchor assessments, including the Capstone Project.
- Review and evaluation of scoring the candidate’s Portfolio and Comprehensive Exam.
- Oversight to ensure satisfactory completion of all Standards-Based Assessments.

The program schedule, both online delivery as well as the traditional learning format is represented in Table 1.

<table>
<thead>
<tr>
<th>Level I Courses</th>
<th>Hours/Offering Times/ Course Duration</th>
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<tbody>
<tr>
<td>ADMOL 650 Introduction to School Leadership</td>
<td>3 hrs/2 Sats/8wks</td>
</tr>
<tr>
<td><strong>Introduce the Capstone Project</strong></td>
<td></td>
</tr>
<tr>
<td>ADMOL 661 The School Principal’s Role in Improving School Climate and Culture</td>
<td>3hrs/3Sats/16wks</td>
</tr>
<tr>
<td><strong>Candidate Identifies their Capstone Project Problem of Practice and Development of Project Plan</strong></td>
<td></td>
</tr>
<tr>
<td>ADMOL 662 School and Community Relations</td>
<td>3hrs/2Sats/8wks</td>
</tr>
<tr>
<td><strong>Capstone Project Research and Data Collection Implemented</strong></td>
<td></td>
</tr>
<tr>
<td>ADMOL 671 The School Principal’s Role in Curriculum Leadership</td>
<td>3hrs/3Sats/16wks</td>
</tr>
<tr>
<td><strong>Capstone Project Research and Data Collection Continues</strong></td>
<td></td>
</tr>
<tr>
<td>ADMOL 672 The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance</td>
<td>6hrs/3Sats/16wks</td>
</tr>
<tr>
<td><strong>Capstone Project Analysis of Data and Research</strong></td>
<td></td>
</tr>
<tr>
<td>ADMOL 675 The School Principal’s Role in Creating Organizational Structures and Operations</td>
<td>3hrs/2Sats/8wks</td>
</tr>
<tr>
<td><strong>Capstone Project Development of Proposed Action to Solve Identified Problem of Practice</strong></td>
<td></td>
</tr>
<tr>
<td>ADMOL 670 Seminar on Resource Allocation: Strategic Planning and School Budgeting</td>
<td>3hrs/1Sat/16wks</td>
</tr>
<tr>
<td><strong>Capstone Project completion of Project Implementation and Draft of Written Report</strong></td>
<td></td>
</tr>
<tr>
<td>ADMOL 676 Human Resource Management and Supervision</td>
<td>3hrs/3Sats/16wks</td>
</tr>
<tr>
<td><strong>Capstone Project Completion of Written and PowerPoint Presentation</strong></td>
<td></td>
</tr>
<tr>
<td>ADMOL 679 Research and Development: Capstone Project</td>
<td>3hrs/Research Study</td>
</tr>
<tr>
<td><strong>Capstone Project Presented to School Community and</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Capstone Project Committee for Approval and Passage of Project**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Level I</strong></td>
<td><strong>30 Hours</strong></td>
</tr>
<tr>
<td><strong>Level II Courses</strong></td>
<td></td>
</tr>
<tr>
<td>ADMOL 678 Seminar on the Learning Environment: Climate and Culture</td>
<td>3hrs/1Sat/8wks</td>
</tr>
<tr>
<td>ADMOL 677 Seminar on Educational Change: Instructional Leadership</td>
<td>3hrs/1Sat/8wks</td>
</tr>
<tr>
<td><strong>Total Level II Courses</strong></td>
<td><strong>6 Hours</strong></td>
</tr>
<tr>
<td><strong>Total Program</strong></td>
<td><strong>36 Hours</strong></td>
</tr>
</tbody>
</table>

*Sat: Saturday Sessions

**Collaboration with Districts to Provide High Quality Field Experiences**

As part of the reciprocal arrangement between district and university, courses will be co-taught with area school faculty and administrators. All mentors and collaborators will participate in the evaluation of the comprehensive exam components. The coursework, assignments, and other features of this program are designed to address team leadership development; school, parent, community connections; and P-12 student performance analysis skills necessary to lead to school improvement, and teacher effectiveness (Lezotte & McKee, 2006).

This collaboration will be carried out through the following:

- Support from university faculty in designing and developing Professional Development activities.
- Mentoring of candidates by practicing school administrators during courses and field and clinical experiences with input provided on the candidate’s progress in learning.
- Service of faculty as school-based partners to make presentations in courses and evaluate candidate leadership activities. Likewise, effective practicing principals will make presentations in courses and evaluate candidate leadership activities.
- Co-teaching or co-delivery by university faculty and by P-12 school faculty and administrators.
- Co-design and co-delivery and modeling of best practices of instructional strategies by university faculty.
- Assistance from the university in evaluation of the impact of the Principalship Program on aspiring candidates and student achievement.
- Assistance with managing the curriculum.
- Collaboration with the university in designing authentic formative and summative assessments.
- Communication between district and university for external input of university and district programs that affect all candidates.
- University faculty service on various district committees such as curriculum design and alignment, Response to Intervention, school culture, technology, parent involvement, and student advocacy.
• Sharing of current knowledge on new innovations on teaching and learning.
• Providing technological support to address the 21st century’s digital learner.

University of the Cumberlands’ Principalship Program integrates authentic leadership experiences as part of course outcomes, including field placements in schools as reflected by the number of hours required in each course listed in Table 2 below, as well as a diversity experience throughout the coursework. The university believes learning involves authentic leadership experiences, interaction among candidates with ideal models in the field and opportunities to learn from being immersed in leadership experiences.

Each of the core courses require authentic leadership experiences as part of course outcomes. These experiences will facilitate interaction among candidates enrolled in the program with current principals in the field.

Part of the field experience includes time in other school levels than their own to help candidates obtain a broad range of experience with students of all grade levels, other races, ethnicities, exceptionalities, etc. Through this requirement, candidates will have the opportunity to observe a variety of instructional strategies and behavior management techniques.

Table 2. Principal Course Selection, Corresponding Dimensions Addressed, ISLLC and TSSA Standards

<table>
<thead>
<tr>
<th>Section Number and Course Name</th>
<th>Leadership Continuum Dimensions</th>
<th>Leadership Continuum Anchor Assessment(s) Assessed</th>
<th>ISLLC Standard(s) Addressed</th>
<th>TSSA Standards Addressed</th>
<th>Required Field Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMOL 650 Introduction to School Leadership</td>
<td>In this course all six leadership continuum dimensions will be introduced, but none are fully assessed.</td>
<td>Candidate dispositions, prior knowledge and skills, and entry level into the program will be assessed in this course.</td>
<td>I</td>
<td>I, II, III, VI</td>
<td>15</td>
</tr>
<tr>
<td>ADMOL 661 The School Principal’s Role in Improving School Climate and Culture</td>
<td>Dimension 4 - Building Culture and Community</td>
<td>Anchor Assessment 4</td>
<td>IV, V, VI</td>
<td>I, II, III, IV, VI</td>
<td>20</td>
</tr>
<tr>
<td>ADMOL 662 School and Community Relations</td>
<td>Dimension 6 - Leveraging Community Systems and Resources</td>
<td>Anchor Assessment 6</td>
<td>IV, V, VI</td>
<td>I, II, III, IV, VI</td>
<td>15</td>
</tr>
<tr>
<td>ADMOL 671 The School Principal’s Role in Curriculum Leadership</td>
<td>Dimension 1 - Leading Teaching and Learning</td>
<td>Anchor Assessment 1</td>
<td>I, II, III</td>
<td>I, II, III, VI, V, VI</td>
<td>15</td>
</tr>
</tbody>
</table>
### ADMOL 672 The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance

| Dimension 2 - Assessing the Instructional Program and Monitoring Student Performance | Anchor Assessment 2* | I, II | I, II, III, IV | 30 |
|---|---|---|---|---|---|

### ADMOL 675 The School Principal’s Role in Creating Organizational Structures and Operations

| Dimension 5 - Creating Organizational Structures and Operations | Anchor Assessment 5 | VI | I, III, IV, VI | 20 |
|---|---|---|---|---|---|

### ADMOL 670 Strategic Planning and Budgeting: Resource Allocation

<table>
<thead>
<tr>
<th>Dimensions 2, 3, 6</th>
<th>I, II, III, IV, VI</th>
<th>I, II, III, VI, V, VI</th>
<th>10</th>
</tr>
</thead>
</table>

### ADMOL 676 Human Resource Management and Supervision

| Dimension 3 - Securing and Developing Staff | Anchor Assessment 3 | IV, V, VI | I, II, III, VI, V, VI | 21 |
|---|---|---|---|---|---|

### ADMOL 679 Research and Development: Capstone Project

<table>
<thead>
<tr>
<th>Dimensions 1 - 6</th>
<th>Anchor Assessment 2*</th>
<th>I, II</th>
<th>I, II, III, IV</th>
<th>Field hours in all courses impact this course</th>
</tr>
</thead>
</table>

### Completion of Level I Certification

|  |  |  |  | 146 |
|---|---|---|---|

### ADMOL 678 The School Principal: Instructional Leadership and Culture & Climate

<table>
<thead>
<tr>
<th>Dimension 1, 4, 5</th>
<th>I, II, III, IV, V, VI</th>
<th>I, II, III, VI, V, VI</th>
<th>30</th>
</tr>
</thead>
</table>

### ADMOL 677 Seminar on Educational Change: Instructional Leadership

<table>
<thead>
<tr>
<th>Dimension 1, 2, 4</th>
<th>I, II, VI</th>
<th>I, III, VI, V, VI</th>
<th>15</th>
</tr>
</thead>
</table>

### Completion of Level II Certification

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>45</th>
</tr>
</thead>
</table>

*Capstone Project is embedded in all of the courses and culminates in ADMOL 679 Research and Development: Capstone Project*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours Assigned</th>
<th>Dimension 1 Curriculum</th>
<th>Dimension 2 Assessment</th>
<th>Dimension 3 Personnel</th>
<th>Dimension 4 Culture</th>
<th>Dimension 5 Organization</th>
<th>Dimension 6 Leveraging</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMOL 650</td>
<td>Introduction to School Leadership</td>
<td>15</td>
<td>O – 2</td>
<td>O – 4.5</td>
<td>O – 2</td>
<td>O – 2.5</td>
<td>O – 2</td>
<td>O – 2</td>
</tr>
<tr>
<td>ADMOL 661</td>
<td>The School Principal’s Role in Improving School Climate and Culture</td>
<td>20</td>
<td></td>
<td>O – 3</td>
<td></td>
<td>P – 14</td>
<td>P – 3</td>
<td></td>
</tr>
<tr>
<td>ADMOL 662</td>
<td>School and Community Relations</td>
<td>15</td>
<td>O – 4.5</td>
<td></td>
<td>O – 2</td>
<td>O – 5.5</td>
<td>P – 1</td>
<td></td>
</tr>
<tr>
<td>ADMOL 671</td>
<td>The School Principal’s Role in Curriculum Leadership</td>
<td>15</td>
<td></td>
<td>O – 2</td>
<td>P – 3</td>
<td>I – 4.5</td>
<td>O – 2.5</td>
<td></td>
</tr>
<tr>
<td>ADMOL 672</td>
<td>The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance</td>
<td>30</td>
<td>O – 1</td>
<td>O – 2</td>
<td>P – 3</td>
<td>I – 2.5</td>
<td>I – 1.5</td>
<td>I – 1</td>
</tr>
<tr>
<td>ADMOL 676</td>
<td>Human Resource Leadership</td>
<td>21</td>
<td></td>
<td>O – 6.5</td>
<td></td>
<td>O – 5</td>
<td>L – 3</td>
<td></td>
</tr>
<tr>
<td>ADMOL 670</td>
<td>Seminar on Resource Allocation: Strategic Management and School Budgeting</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADMOL 678</td>
<td>The School Principal: Instructional Leadership and Culture &amp; Climate</td>
<td>30</td>
<td></td>
<td>P – 7</td>
<td></td>
<td>O – 3</td>
<td>P – 5</td>
<td>I – 15</td>
</tr>
<tr>
<td>ADMOL 677</td>
<td>Seminar on Educational Change: Instructional Leadership</td>
<td>15</td>
<td></td>
<td>I – 3</td>
<td></td>
<td>O – 10</td>
<td>P – 2</td>
<td></td>
</tr>
<tr>
<td>Total Field Exp., Level 1</td>
<td>146</td>
<td>O – 3</td>
<td>O – 22.5</td>
<td>O – 2</td>
<td>O – 5</td>
<td>O – 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Field Exp., Level 2</td>
<td>45</td>
<td>P – 7</td>
<td>I – 3</td>
<td>O – 3</td>
<td>P – 5</td>
<td>O – 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Field Experience</td>
<td>191</td>
<td>O – 3</td>
<td>O – 22.5</td>
<td>O – 2</td>
<td>O – 8</td>
<td>O – 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3. Field Experience Matrix Aligned with Leadership Continuum

*Level 1* refers to curriculum and assessment, *Level 2* refers to personnel and culture, and *Level 6* refers to leveraging.
FIELD EXPERIENCE FACULTY

The University faculty member assigned to each course will work with candidates throughout the field experience. Course instructors will provide discussions in the online sessions with candidates and their colleagues to talk about issues related to the experience. He or she evaluates and provides feedback on candidates’ field experience activities. All field experience faculty hold regular office hours, offering candidates the opportunity to discuss their placement, ask questions, go over assignments and required observations, as well as any other issues that need their involvement. The course instructors also interact with candidates’ principal mentors and university supervisors. Together, the course instructors, the principal mentors, and the university advisers will guide and support candidates through the critical steps in becoming successful school principals.

PRINCIPAL MENTORS

The principals of the schools in which candidates conduct their capstone project are referred to as principal mentors. The principal mentor will support a candidate as he or she participates in authentic experiences and completes the activities required in the capstone project. The principal mentor will verify the number of hours a candidate spends in the field and will be asked to complete a Professional Dispositions Form that articulates the qualities and attributes of effective school leaders. These qualities, in addition to the knowledge and skills candidates learn in the program, are the measurements used to gauge their eventual success as a school leader. The principal mentor may be a participant in the two situational observations in the field.

UNIVERSITY ADVISOR

The University of the Cumberlands will assign faculty members to each candidate who will advise them throughout their program and along with course instructors participate in field experience site visits. The university advisor will closely communicate with the candidates on their capstone project and provide feedback on their progress. The university advisors are licensed principals who will participate in the onsite situational observations. They will speak with candidates prior to each observation, visit them onsite, and provide specific feedback on each observation. University advisors communicate with both course instructors and principal mentors as a team to ensure candidates have valuable and authentic field and classroom experiences.

Continuous Assessment Plan

This program will facilitate and guide candidates’ in their professional and personal development to become effective school leaders. Assessments used to measure candidate development will include course assessments that address Interstate School Leaders Licensure Consortium Standards, Technology Standards for School Administrators, and the Kentucky Leadership Continuum Dispositions, Dimensions, and Functions.

Through regular planning and evaluation sessions with school based mentors and advisors at the three pillars, candidates will report their progress in the program. A record of this progress will be maintained in the Education Department’s database, EDUCAN.
The Education Department will maintain a storable record of each candidate’s collaborative capstone project. Prior to being recommended for completion, all candidates will present their capstone project in a public forum. Upon successful completion and presentation of their capstone project (and having met all other program requirements), the candidate will be recommended for the degree.

University of the Cumberlands has instituted a continuous assessment program consisting of three checkpoints or pillars at which the knowledge, skills, and dispositions of candidates can be evaluated in the context of relevant Learning Society Standards as well as the Education Department’s own standards. The assessment checkpoints or pillars for the Principal Program are as follows:

- Pillar 4: Admission. Candidates, with their advisor, complete an initial planned program. Candidates are assessed by their advisor when they complete twelve to eighteen hours of graduate credit.
- Pillar 5: Midpoint assessment. Candidates, with their advisor, review all signature course assessments.
- Pillar 6: Exit. Candidates prepare a capstone assessment along with a presentation of the capstone in a defense. The presentation of capstone project is meant to be a celebratory event and is the culminating event of the program.

Assessment System with Monitoring Checkpoints:

The theme and four knowledge bases are intricately embedded in Initial and Advanced programs through both on-line and on-site delivery. As such, the university amasses as part of its continuous assessment information regarding adhering to the university’s theme and four knowledge bases. And although information is amassed at various levels for each pillar, information is collected and assessed at each checkpoint and over time. An examination of Advanced Programs in Table 4 depicts how advanced program candidates progress through their programs building upon the four knowledge themes. A careful review of Table 4 on page 26 and its matrix reveal how these knowledge themes appear in the pillars of the Advanced programs.

Table 4. Advanced Programs Integration of the Four Knowledge Themes

<table>
<thead>
<tr>
<th></th>
<th>Pillar IV</th>
<th>Pillar V</th>
<th>Pillar VI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual</strong></td>
<td>Candidates revisit basic educational concepts and philosophies (i.e.: constructivism, critical thinking)</td>
<td>Candidates reflect on all conceptual knowledge types and base decisions on that knowledge’s impact on student achievement and school improvement</td>
<td>Candidates reflect on all conceptual knowledge, constructivists’ theory, and critical thinking. They put knowledge into practice as school administrators and thus extend the academic performance, learning climate and school efficiency.</td>
</tr>
<tr>
<td><strong>Strategic</strong></td>
<td>Candidates use concepts to develop strategies to use in field and clinical experience</td>
<td>Candidates develop, practice and modify strategies to demonstrate concepts. They reflect on the strategies and their impact on student achievement and school improvement.</td>
<td>Candidates reflect on all strategies and their impact on academic performance, learning climate and school efficiency.</td>
</tr>
<tr>
<td><strong>Evaluative</strong></td>
<td>Candidates begin to examine formative and summative evaluation, performance</td>
<td>Candidates use formative and summative evaluation, performance evaluation and self-evaluation knowledge to assess academic performance, learning climate and school</td>
<td></td>
</tr>
</tbody>
</table>
evaluation knowledge to assess their impact on academic performance, learning climate and school efficiency. efficiency.

| Communicative | Candidates mature in use of communicative knowledge with P-12 partners and students through observation and/or participation in field and clinical experiences.Candidates mature in the oral, visual, and electronic communication to relay the vision and mission of the school to the entire school community. |

The Pre-Assessment and Individual Learning Plan are completed during the first course, ADMOL 650: Introduction to School Leadership. Candidates will begin the program by conducting a self-assessment of their current status regarding the knowledge, skills, and professional dispositions of successful school leaders. This is an opportunity for candidates to take stock of their ability to manage time and consider ways to more effectively juggle the demands of work, personal life, and the degree program. Through a series of steps, candidates will reflect on their current abilities and then envision the type of school leader they hope to become. They then will write a leadership philosophy statement, develop a set of goals, and commit to a plan of action to help them reach their goals, as well as the ISLLC competencies. A copy of each candidate’s initial Individual Leadership Plan is added to his/her academic file, revised throughout the program, and used in the exit evaluation. (Additional information is available below in Dispositions section)

Faculty use candidate data collected during the coursework and at key transition points in the program to measure the progress of individual candidates throughout the program, and then use aggregated candidate data to assess the effectiveness of the program. Selected data items collected on candidate proficiency and program effectiveness in the program are also be archived in the overall unit assessment system. The analysis of candidates’ knowledge, skills, dispositions and performance on the University of the Cumberland Standards, KyCLS Anchor Assessments, Interstate School Leaders Licensure Standards and Technology Standards for Schools Administrators also informs the unit assessment system. These data serve as essential elements of the program evaluation component of the program’s assessment system, and are monitored by program personnel and archived in the Education Department’s comprehensive data system. These data then will constitute important information used in program operations and ongoing program development.

Each advisor in the program maintains a file on all candidates assigned to them. Individual files contain a checklist that enumerates principal preparation requirements. During advising, the advisor and candidate identify requirements met and those that still must be met. The use of the checklist on a semester-by-semester basis ensures satisfactory progress in meeting programs requirements and the expectations for principal candidates of the Education Professional Standards Boards. The Table below illustrates how candidate knowledge and skills are assessed. The university’s conceptual framework is the foundation for three stages, or pillars, of knowledge. As illustrated in the following diagram, the three pillars define the stages through which candidates continually build on knowledge and experiences. The pillars represent the conceptual, strategic, evaluative, and communicative bases of learning.

An additional, systematic and intentional continuous assessment component is part of our advising process. Entry-level assessments include specific requirements for admission into the program including a GPA of 3.0 or better and the recommendation by the Coordinator of Graduate Admissions and the Chair of the Graduate Education Department. Candidates are assessed at the mid-point of the program through the evaluation of
current GPA and course history. Exit assessments of candidates include the final GPA earned by each candidate as well as the completion of the university’s and Education Professional Standards Board certification requirements. Each advisor in the unit maintains a current file on all aspiring principal candidates assigned to them. Individual files contain a checklist that enumerates principal preparation requirements. During advising, the advisor and candidate identify requirements met and those that must be met. The use of the checklist on a semester-to-semester basis ensures satisfactory progress in meeting EPSB and the Education Department’s requirements.

The following diagram illustrates how candidates are assessed.

Table 5. Pillar Transition Points Through the Program

<table>
<thead>
<tr>
<th>Pillar IV</th>
<th>Admission/Entry Assessments</th>
<th>Prior to entrance in ADMOL 650</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pillar V</td>
<td>Assessments: Part 1</td>
<td>Occurs after completion of ADMOL 662</td>
</tr>
<tr>
<td>Pillar V</td>
<td>Assessments: Part 2</td>
<td>Occurs after completion of ADMOL 676</td>
</tr>
<tr>
<td>Pillar VI</td>
<td>Exit Assessment</td>
<td>Completed during ADMOL 679</td>
</tr>
</tbody>
</table>

Once admitted, a GPA of 3.0 must be maintained.
- Master’s degree from an accredited institution of higher education with a G.P.A. of 3.0 or higher
- Three years of documented teaching experience in a school which meets standards as established in KRS 156.160
- Current Teaching Certificate
- A statement of support from a school district signed by the superintendent or the superintendent’s designee pledging a high quality practicum experience, including opportunities for the candidate to (a) observe school and district leaders, (b) participate in school and district leadership activities, (c) have access to aggregated school and district information and data. (If

Contact with Advisor between 12 – 18 hours

Capstone Project discussion with advisor and mentor:

(date) ______
(Satisfactory/Unsatisfactory)

Current GPA: ______

Review date: ______

Completed planned program on file. Date: ______

Submission of Individual Learning Plan
Date: ______

Assessments Completed:

ADMOL 650: Introduction to School Leadership
• ISSLC Self Assessment #1
• Blake Mouton Managerial Assessment Test
• Management/Leadership

Course Work
Course Completion
Candidates must complete seven courses with a cumulative GPA of 3.0 or better.

Successful completion of 24 credit hours
Date: ________________

Assessments Completed:

ADMOL 671: The School Principal’s Role in Curriculum Leadership
• Anchor Assessment #1

ADMOL 672: The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance
• Anchor Assessment #2

ADMOL 675: The School Principal’s Role in Creating Organizational Structures and

Assessments Completed:

ADMOL 679: Research and Development: Capstone Project
• Successful presentation of the Capstone Project and report of findings and recommendations shared with principal and other members of the school community.

Date of Presentation
________

Field Exit Evaluation
• Statement from the School Principal and one or other school staff viewing Capstone Project:

Name: ______
Date: ______

Name: ______
Date: ______
| Candidate does not have access to a district that has already partnered with UC in the form of a signed MOA or is not currently employed in a school district, candidate must provide a statement of support.
| Two additional statements of support which must be a sitting principal, other school or district administrator and P-12 educator or professional staff.
| Criminal Record Check and Medical Exam
| Kentucky Professional Code of Ethics signed by candidate
| Principal Preparation Program Candidate Handbook: Candidates must certify through signed acknowledgment receipts that they have received the Advanced Studies in Educational Programs: Principal Preparation Program Candidate Handbook
| Candidate Preparation Program Declaration of Understanding
| Evaluation Scoring Form for Principal Program
| Video Evaluation
| Selection Screening Protocol Writing Sample – Principal Program
| Principal Program Recommendation Form
| Field Experience Placement Site Form
| Candidates must submit the Placement Site Form to the Director of Education Leadership Programs.
| Assessment Leadership Legacy Self-Assessment Test
| Myers-Briggs or STRENGTHSFINDER AND DISC
| ISLLC Self-Assessment #2
| Submission of two (2) Faculty/P-12 Partner Disposition Survey Findings: (date) ________ (Satisfactory/Unsatisfactory)
| (date) ________ (Satisfactory/Unsatisfactory)
| ADMOL 661: The School Principal’s Role in Improving School Climate and Culture
| Anchor Assessment #4
| ADMOL 662: School and Community Relations
| ISLLC Self-Assessment #3
| Anchor Assessment #6
| Attendance of Course Sessions:
| % of online sessions attended ________
| % of class sessions attended ________
| Educational Leadership Research Paper/Capstone Project
| Candidates are required to submit the research and work-to-date on the capstone project for approval. Date Approved: ________
| Course Work
| Course Completion
| Successful completion of 9 credit hours with a cumulative grade point average (GPA) of 3.0 or better.
| Date: ________________
| Field Experience
| | Operations
| | • Submit a personal vision and mission of school leadership
| | • Anchor Assessment #5
| | ADMOL 676: Human Resource Management and Supervision
| | • Anchor Assessment #3
| | • Submission of Leadership and Management Assessment Tests
| | Field Experience
| | Field Experiences: Hours completed
| | • ADMOL 671: Thirty (30) hours of documented field experiences
| | • ADMOL 672: Thirty-three (33) hours of documented field experiences
| | • ADMOL 675: Twenty (20) hours of documented field experiences
| | Situational Observation: (Class Simulation)
| | Observation Date_______
| | ADMOL 676: Fifteen (15) hours of documented field experiences
| | Field Experience: Documentation
| | Submission of the Field Experience Document
| | Submission of the Multicultural/Diversity Experiences Summary Form
| | Completion of the Field Experience Evaluation (completed at the end of each course by the principal mentor and each instructor/P-12 partner team)
| | Attendance of Course Sessions:
| | % of online sessions attended
| | Successful Completion of Written Capstone Project: Date __________
| | Signature of Capstone Committee Chair
| | Submission of the Advanced Form Graduate School Leadership Licensure Assessment Date
| | Ky Principal Specialty Test Date
| | Course Work
| | Course Completion
| | Successful completion of 9 credit hours with a cumulative grade point average (GPA) of 3.0 or better.
| | Date: ________________
| | Field Experience
| | % of online sessions attended
Field Experiences: Hours completed
• ADMOL 650: Fifteen (15) hours of documented field experiences
• ADMOL 661: Twenty (20) hours of documented field experiences
• ADMOL 662: Ten (10) hours of documented field experiences

Situational Observation:
• Observation#1______
  Date_______
• Observation#2______
  Date_______

Field Experience Documentation
Candidates must complete the initial field experience conference with their field experience faculty and principal mentor to discuss the field experiences and the field experience activities and submit Field Experience Document.
Completion of the Field Experience Evaluation (completed at the end of each course by the principal mentor and each instructor/P-12 partner team)

Signature
Date: ______________

% of class sessions attended

<table>
<thead>
<tr>
<th>Key Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>→ Assessment of entry level writing assignment (all CF Strands)</td>
</tr>
<tr>
<td>→ Submission of two (2) Faculty/P-12 Partner Disposition Survey Findings: (date) ______  (Satisfactory/Unsatisfactory) (date) ______  (Satisfactory/Unsatisfactory)</td>
</tr>
<tr>
<td>→ Standards-based assessments embedded in course work</td>
</tr>
<tr>
<td>→ Summative Evaluation</td>
</tr>
<tr>
<td>→ Formative Evaluations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment of Knowledge Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knowledge Strand: Conceptual</td>
</tr>
<tr>
<td>Knowledge Strand: Strategic Use concepts to develop</td>
</tr>
<tr>
<td>• Knowledge Strand: Strategic Use concepts to develop</td>
</tr>
<tr>
<td>Knowledge Strands: Conceptual, Strategic,</td>
</tr>
</tbody>
</table>
Continuous Assessment and Transition Points

During all coursework and exit requirements, graduate candidates are expected to demonstrate professional writing and oral communication competencies, using formal English, and reflecting the strands of Conceptual, Strategic, Evaluative, and Communicative Knowledge and Skills. Numerous and distracting typographical and grammar errors may result in assignments, capstone projects, or exams being rejected or may result in revisions before acceptance as passing for the exit assessment.

Pillar 4: Transition Point One – Admission/Entry Assessments (completed prior to first course)

Pre-Assessment

- Master’s degree from an accredited institution of higher education with a G.P.A. of 3.0 or higher
- Three years of documents teaching experience in a school which meets standards as established in KRS 156.160
- Current Teaching Certificate
- A statement of support from a school district signed by the superintendent or the superintendent’s designee pledging a high quality practicum experience, including opportunities for the candidate to (a) observe school and district leaders, (b) participate in school and district leadership activities, (c) have access to aggregated school and district information and data. (If candidate does not have access to a district that has already partnered with UC in the form of a signed MOA or is not currently employed in a school district, candidate must provide a statement of support.).
Three additional statements of support which must be a sitting principal, other school or district administrator, P-12 educator or professional staff.

- Criminal Record Check and Medical Exam
- Kentucky Professional Code of Ethics signed by candidate
- Knowledge Strand Assessment: Communicative Assessment of entry level writing assignment, which attests to and shows evidence of the candidate’s skills and understanding of (a) ability to improve student achievement, (b) leadership, (c) advanced knowledge of curriculum, instruction, and assessment
- Assessment of entry level writing assignment (all CF Strands)
- Knowledge Strand: Conceptual Evidenced by meeting state licensure exam requirements Completed a degree program with 2.5 or better
- Knowledge Strand: Strategic Evidenced by completing a degree completion program
- Principal Preparation Program Candidate Handbook: Candidates must certify through signed acknowledgment receipts that they have received the Advanced Studies in Educational Programs: Principal Preparation Program Candidate Handbook
- Principal Preparation Program Declaration of Understanding
- Evaluation Scoring Form for Principal Program
- Video Evaluation
- Selection Screening Protocol Writing Sample – Principal Program
- Principal Program Recommendation Form
- Field Experience Placement Site Form Candidates must submit the Placement Site Form to the Director of Education Leadership Programs.

Note: An initial field experience conference takes place prior to each field experience setting

**Pillar Seven: Transition Point Two:** —completed after first three courses: ADMOL 650 
*Introduction to School Leadership;* ADMOL 661 *The School Principal’s Role in Improving School Climate and Culture;* and ADMOL 662 *School and Community Relations*

Contact with Advisor between 12 – 18 hours

Capstone Project discussion with advisor and mentor: _______________ (date) _______
(Satisfactory/Unsatisfactory)

Current GPA: ______ Review date: _______________

Completed planned program on file:__________ Date: ________________

Submission of Individual Learning Plan Date: ________

**Assessments Completed:**

**ADMOL 650: Introduction to School Leadership**
- ISSLC Self Assessment #1
- Blake Mouton Managerial Assessment Test
- Management/Leadership Assessment Leadership Legacy Self Assessment Test
- Myers-Briggs or STRENGTHSFINDER AND DISC
- ISLLC Self-Assessment #2

**ADMOL 661: The School Principal’s Role in Improving School Climate and Culture**
- Anchor Assessment # 4

**ADMOL 662: School and Community Relations**
- ISLLC Self Assessment #3
- Anchor Assessment # 1
- Knowledge Strand: Conceptual
  Apply concepts related to differentiated instruction in units and lessons; Research paper
- Knowledge Strand: Strategic
  Use concepts to develop instructional and assessment strategies
- Knowledge Strand: Communicative
  Articulate rationale for instructional decisions; discussion board and chat assignments
- Knowledge Strand: Evaluative
  Research paper (Capstone Project), article critiques, curriculum comparisons

Submission of two (2) Faculty/P-12 Partner Disposition Survey Findings:
(date) ______ (Satisfactory/Unsatisfactory)
(date) ______ (Satisfactory/Unsatisfactory)

**Attendance of Course Sessions:**
% of online sessions attended _________
% of class sessions attended __________

**Educational Leadership Research Paper/Capstone Project**
Candidates are required to submit the research and work-to-date on the capstone project for approval. Date Approved: ________

**Course Work**
- **Course Completion**
  Successful completion of 9 credit hours with a cumulative grade point average (GPA) of 3.0 or better. Date: ________________

**Field Experience**
Field Experiences: Hours completed
- ADMOL 650: Fifteen (15) hours of documented field experiences
- ADMOL 661: Twenty (20) hours of documented field experiences
- ADMOL 662: Ten (10) hours of documented field experiences
- Situational Observation: (Field)
  - Observation #1 ______/Date______
- Observation #2 ______/Date_______

- Field Experience Documentation
  - Candidates must complete the initial field experience conference with their field experience faculty and principal mentor to discuss the field experiences and the field experience activities and submit Field Experience Document.
  - Completion of the Field Experience Evaluation (completed at the end of each course by the principal mentor and each instructor/P-12 partner team)

Pillar Eight / Part 2: Transition Point Three—completed after courses 4 - 7:
ADMOL 671 The School Principal's Role in Curriculum Leadership; ADMOL 672 The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance; ADMOL 675 The School Principal’s Role in Creating Organizational Structures and Operations; and ADMOL 676 Human Resource Management and Supervision.

Course Work
- Course Completion
  Candidates must complete seven courses with a cumulative GPA of 3.0 or better.
- Successful completion of 24 credit hours  Date: ________________

Assessments Completed:
ADMOL 671: The School Principal’s Role in Curriculum Leadership

ADMOL 672: The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance
- Anchor Assessment #2

ADMOL 675: The School Principal’s Role in Creating Organizational Structures and Operations
- Submit a personal vision and mission of school leadership
- Anchor Assessment #5

ADMOL 676: Human Resource Management and Supervision
- Anchor Assessment # 3
- Submission of Leadership and Management Assessment Tests

Field Experience
Field Experiences: Hours completed
- ADMOL 671: Thirty (30) hours of documented field experiences
- ADMOL 672: Thirty-three (33) hours of documents field experiences
- ADMOL 675: Twenty (20) hours of documented field experiences
- ADMOL 676: Fifteen (15) hours of documented field experiences
- Situational Observation: (Class Simulation)
  - Observation #3 ______/Date_______

- Field Experience: Documentation
  - Submission of the Field Experience Document
  - Submission of the Multicultural/Diversity Experiences Summary Form
  - Completion of the Field Experience Evaluation (completed at the end of each course by the principal mentor and each instructor/P-12 partner team)

Attendance of Course Sessions:
% of online sessions attended _________
% of class sessions attended ___________

**Pillar Nine: Transition Point Four**—Prerequisites: ADMOL 650 Introduction to School Leadership; ADMOL 661 The School Principal’s Role in Improving School Climate and Culture; and ADMOL 662 School and Community Relations; ADMOL 671 The School Principal’s Role in Curriculum Leadership; ADMOL 672 The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance; ADMOL 675 The School Principal’s Role in Creating Organizational Structures and Operations; and ADMOL 676 Human Resource Management and Supervision. Completion of all field experience requirements and Anchor Assessments 1, 3, 4, 5, and 6.

**Assessments Completed:**
ADMOL 679: Research and Development: Capstone Project
- Successful presentation of the Capstone Project and report of findings and recommendations shared with principal and other members of the school community.
  Date of Presentation ___________________

Field Exit Evaluation
- Statement from the School Principal and one or other school staff viewing Capstone Project:
  Name: _____________________________ Date: ________________
  Name: _____________________________ Date: ________________

- Successful Completion of Written Capstone Project: Date ____________

- Signature of Capstone Committee Chair________________________ Date: ____________

- Knowledge Strands: Conceptual, Strategic, Communicative, and Evaluative (The summative evaluation is the Capstone Project) All knowledge strands are assessed in the Capstone Project.

- School Leadership Licensure Assessment ________Date

- Kentucky Principal Specialty Test ________Date

- Submission of the Advanced Form Graduate Survey: Date_________________
A professional disposition is not so much about what a candidate does, but about how he or she does it. University of the Cumberlands is committed to admitting only those candidates who display the professional dispositions expected of a quality educator, someone who can and will make a positive difference within the collaborative culture of an effective school. Therefore, assessment of candidate professional dispositions is one of the key assessments used by the university to determine a candidate’s eligibility for principal preparation program admissions and throughout the program.

Dispositions are the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to fulfill the vision expressed by the Conceptual Framework of the Department of Education. Dispositions are a candidate’s beliefs in, values and commitment to:

1. The educability of and life-long learning for everyone;
2. Student learning as the fundamental purpose of schooling;
3. Making management decisions to enhance learning and teaching;
4. Schools operating as an integral part of the larger community;
5. Bringing ethical principles to the decision making process for the common good of the community;
6. The importance of continual engagement with families, community stakeholders, and other decision makers;
7. Education as key to opportunity and social mobility;
8. Being an advocate for the protection of student rights and the improvement of student opportunities.

Each of the eight dispositions is assessed as candidates progress through each program checkpoint. The consistent evidence of the dispositions and the Professional Code of Ethics is paramount to successfully completing University of the Cumberlands’ advanced education studies specialty certification program for principalship. Embedded in these dispositions is the candidate’s ability to treat teachers, staff, students, colleagues, and others fairly, and through their actions, exhibit the strong belief that all students can learn.

Assessment of Professional Dispositions

University of the Cumberlands takes the responsibility of assessing candidates’ professional dispositions very seriously and thus has established specific policies and procedures to ensure that candidates, faculty, staff, and principal mentors understand and assess candidate professional dispositions accurately. Instructors, principal mentors, and field experience faculty work with candidates up close, sometimes on a day-to-day basis. They see how well candidates manage pressure and interact with colleagues, staff, instructions and school personnel in the field. Others see a candidate’s online abilities and use of proper online etiquette. People notice, and will keep track of, whether or not a candidate is on time, has a positive attitude, is friendly and polite to the school secretary or janitor, is cordial to parents, maintains professionalism with the Advanced Educational Studies staff members, and is supportive and helpful toward students and their families. Candidates’ professional dispositions are evaluated during all field experiences. Their professional dispositions are formally assessed by field experience faculty, university supervisors, and principal mentors.
**Professional Disposition Concerns**

In addition, if there are any concerns about a candidate’s professional dispositions at any time, any university instructor, faculty or staff member, any P-12 partner or principal mentor may report a professional disposition concern. In our quest to develop effective school principals, addressing professional disposition concerns or offenses is an ongoing process. This lets candidates know we hold them accountable to the highest standards and support them in their steps to improve.

All professional disposition concerns must be resolved by a candidate in order to remain in the principal preparation program.

Any unresolved professional disposition concerns may lead to the postponement and/or cancellation of participation in the program.

---

**Evaluation of Field and Clinical Experiences**

All programs in the university have requirements that focus on P-12 student achievement and school improvement. The principalship program will follow along this plan. Through Signature Course Assignments, Key Assessments, and Targeted Course Grades, the University is able to determine the efficacy of the program overall, candidate performance, impact on P-12 academic performance, learning climate, and school efficiency. Emphasis is placed on the “Construction of Quality Learning Experiences” through signature tasks used in each program. Through the Conceptual Framework, the Unit is also committed to the evaluation and reflection upon those constructed experiences, and systematically and intentionally requires that all candidates have these reflective experiences.

Field Experiences are a required and integral part of the program and a component of every course. The Education Department requires that principal candidates spend a minimum of 120 hours in Level 1 and 70 hours in Level 2, in elementary, middle or junior high, and high school settings. Field experience must include at least 40 hours or the equivalent of one week at each level not represented by the principal candidate’s primary teaching experience. The field experience component is designed to meet education department competencies at the knowledge, skills, and professional dispositions level. The experience will provide candidates with opportunities to apply course concepts in authentic environments and prepare them for the daily responsibilities of leadership and administration in schools. The field experience begins the first course (ADMOL 650) and runs for through course number seven (ADMOL 676).

The field and clinical experiences component of the redesigned principal certification program will be included in all courses as reflected in Table 3. During each of these placements, candidates will be evaluated by their mentor, supervisor and/or advisors on the Interstate Leadership Licensure Consortium Standards, Technology Standards for School Administrators, the Kentucky Leadership Consortium for Principal Preparation Dispositions, Dimensions and Functions, and University Standards.

**Field Experiences Supporting Diversity**

Meeting the needs of a diverse population is a core competency and an intended outcome of the University’s and Education Department’s mission (University of the Cumberlands Graduate Catalog, 2010 - 2011, p. 3 & p. 34)
A conceptual knowledge base and varied learning experiences are essential to the understanding of and tolerance for diverse perspectives and fundamental morals. Diversity is integrated throughout the curriculum and field experiences in order for candidates to develop a global awareness and sensitivity to diverse student populations in terms of equity, equality and social justice. These field experiences are designed to also meet the EPSB requirements of providing high quality field experiences that accomplish the following:

- enhance coursework throughout the program
- ensure a continuum of school-based experiences that range from observing, to participating, to leading
- expose candidates to diverse student populations and school environments

A part of the required field experience includes time in other school levels than the candidates’ own to help them obtain a broad range of experience with students of all grade levels, other races, ethnicities, exceptionalities, etc. Candidates also have the opportunity to observe a variety of instructional strategies and behavior management techniques. The program requires at least 40 hours or approximately 30% of the field experience hours be in a diverse setting. During their field experience, candidates must have educational interactions with at least four other schools with low socioeconomic status, high needs special education populations, minority populations and English Language Learners. The guidelines in the Graduate Handbook are followed for those interactions and added to the field experience documentation.

Candidates continuing in their schools as principals must comply with diverse field experience requirements by working with students in other settings after school, during planning, during spring and fall breaks, or by taking personal days. Candidates record their diverse experiences on the Field Experience Timesheet within each course that requires field experience and reflect on these diverse experiences in summaries of the field experiences that is scored based on the Field Experience Rubric. Further, P-12 faculty as well as university faculty evaluates the candidate on all components, including leadership and diversity, on the Field Experience Evaluation.

**Monitoring Field Experiences**

Field experiences are a required part of all coursework. Monitoring of field experiences is the responsibility of course instructors and/or unit supervising faculty. The field experience logs are submitted to the course instructor who reads and responds to the candidate’s reflections. A record of these experiences is maintained by the candidate and will become part of the graduate program database. Interactions with faculty and students of diverse backgrounds are always a focus of these types of experiences.

**Situational Observations** are candidates’ opportunity to demonstrate an integrated application of the University Principal Competencies. There are three required situational observations in this program. Two of them take place in the field; a third observation is a “simulated” situation involving a case study and takes place during ADMOL 675. The two field observations include pre-conference meetings, the observations themselves, and post-conference meetings in which candidates receive feedback on performance. The “simulated” situational observation is a key component of a candidate’s exit evaluation for the program.
Capstone Project

Plan for Capstone Project at the End of Level I

The proposed multi-level design of the Principalship Program includes coursework which culminates with an anchor/key assessment designed in the form of a Capstone Project. This project offers the candidate an opportunity to conduct research that is intended to

- Facilitate reflective and critical thinking about school leadership and the degree to which candidates have learned and engaged in research and data analysis.
- Contribute to the assessment of candidate’s knowledge and performance in relation to the dimensions and functions of the Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development.
- Demonstrate the candidate’s level of mastery at using and analyzing data derived from current school district databases and data collection.

The Capstone Project should clearly demonstrate the candidate’s progression towards meeting the six dimensions and functions associated with the Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development. In addition, candidates must successfully prepare a final presentation and report of findings and recommendations to be shared with principal and school community.

University of the Cumberlands in partnership with local schools and districts require principal candidates to solicit problems of practice that have been identified by the P-12 partners. Using authentic school data and conducting real school research are critical components of the capstone project. From this information the candidate will analyze the findings and develop and improvement plan for the partner school or district. The university encourages schools and districts to participate as a way of providing 1) clinical/field experiences for the candidate in a real-life setting and 2) opportunities for the university to give back information and resources to their partner schools and districts that will be immediately helpful and timely.

Throughout the program and in each course, the elements of the capstone project will be addressed and to ensure that each candidate’s capstone project is threaded with knowledge and content from each of the six dimensions of the Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development. Each course will address components of the capstone project. (see Table 6 on page 43)

Table 6. Courses with Capstone Project Content

<table>
<thead>
<tr>
<th>Level I Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMOL 650 <em>Introduction to School Leadership</em></td>
</tr>
<tr>
<td>ADMOL 661 <em>The School Principal’s Role in Improving School Climate and Culture</em></td>
</tr>
</tbody>
</table>

*Candidate Identifies their Capstone Project Problem of*
## Components of the Capstone Project

The Capstone Project should exhibit a minimum 120 hours of effort on the candidate’s part. Completed projects must demonstrate that the candidate:

- commands a thorough understanding of the area(s) of professional literature in which the project is situated;
- links and draws upon central strands of coursework in the candidate's program in the conception and execution of the project;
- uses research and inquiry methods appropriate to the project;
- expresses the nature, means, and intent of the project with clarity; and
- makes appropriate use of citations, references, and other editorial conventions according to APA or other professionally appropriate publication style in all written components of the project.

Students must receive capstone advisor approval of a proposed project prior to registering for the Capstone. It is expected that students seeking permission to register are knowledgeable about much of the relevant literature regarding their proposed project at that time. A brief account of the proposed project's focus, including reference to the principal sources of knowledge informing it, will be submitted for advisor approval. To assist in the process of advisor selection, all faculty involved in Capstone advising will be listed, along with their areas of particular interest and strength, on a document all candidates receive early in their program. Advisors may be requested or assigned by the university based on faculty/instructor availability and candidate needs.
The number and nature of meetings that advisors have with students completing the Capstone is a matter of faculty discretion. Recommended procedures for faculty advising Capstone Projects will include standard formats, timelines, etc. In all cases, however, a detailed draft of the completed project must be submitted to the advisor by all registered candidates at least three weeks before the end of the semester in which credit is being sought. Upon completion, a copy of the completed product resulting from each Capstone Project will be housed in the Education Department and candidates who are in agreement will have their final capstone project reports placed on the Education Department website so that candidates and other interested parties may view and consult them.

Final Capstone Project Report

More than anything else, effective communication (sometimes referred to as persuasion) skills will dictate your future career opportunities. Recognizing this fact, your Exit Exam: Capstone Project will be weighted heavily on the quality and substance of your written final Capstone Project Report. A Capstone Project Report need not be as lengthy as a formal thesis, though excellent technical writing will still be expected. While there is no specific length requirement, 15 pages of 12 pt double-spaced text is typical, not including any tables, figures, and appendices needed. Your report should include the following components.

1. Title page — name, title, Advanced Educational Studies: Capstone Project Report, date, advisor.
2. Abstract — This paragraph serves as a concise description of your principle results or accomplishments.
3. Copyright page.
4. Introduction section — Includes background (the things the reader must know to understand your work), motivation (why is your research problem important?) and context (what has already been done or is currently being done by others, and how will your contribution fit together with and contribute to previous efforts?)
5. Methods section — This section allows you to place the research method used and most technical details of your work in one place, so that this information can be readily reviewed and does not distract the reader in later sections.
6. Results and Discussion section — Show and explain your data and observations, and then interpret them. The discussion gives meaning to the data, explains their significance, and relates them to a broader context. Some prefer to separate the results and discussion sections while some prefer to integrate them. In any case, be sure that the reader can readily differentiate your results from their interpretation.
7. Conclusions section — Summarize the main conclusions of your work and their significance, and present your proposed plan for improving the problem of practice.
8. References — Most bibliographic references to existing literature occur in the introduction, though the other sections may also need them. The format of the reference section, or bibliography, should be APA.
9. Acknowledgements — advisor, collaborators, others.

Figures and tables should have self-contained captions (axis labels, clearly-defined units, all features and annotations identified) and should be integrated into the body of the report. Appendices may be added as needed for extensive tables, program code, etc. We strongly recommend that you complete a literature search and write your introduction in the early stages of your research rather than waiting until the end. This process will generally accelerate your understanding, focus, and progress. You are encouraged to seek feedback from your course instructors and capstone project advisor while preparing your Capstone Report. However, you should not submit your report to the course coordinator for final evaluation until you have reviewed it carefully.
with your mentor/advisor and seriously considered any feedback that they provide to you. We typically post high-quality Capstone Project Reports on the department website as examples of the excellent capstone projects that our candidates conduct. Before receiving a final grade, you must indicate to your course advisor whether or not you are willing to have your capstone project posted. We encourage you to discuss this decision with your mentor and advisor.

**Exit Evaluation: Culminating Performances/Capstone Project Presentation**

The Exit Evaluation is a required component of the principal preparation program. It is a culminating activity selected from one of the six KyCLS Leadership Continuum anchor assessments designed in the form of a capstone project. This activity provides an opportunity for candidates to present their research, analysis and recommendations for solving a real school problem of practice. This capstone project offers the candidate an opportunity to conduct research. The capstone research is intended to:

- Facilitate reflective and critical thinking about school leadership and the degree to which candidates have learned and engaged in research and data analysis.
- Be a part of the assessment of candidate’s knowledge and performance in relation to the dimensions and functions of the Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development.
- Demonstrate the candidate’s level of mastery of data analysis skills and use from the current school district databases, and data collection as well as primary analysis that clearly demonstrates the candidate’s progression towards meeting the six dimensions and functions associated with the Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development.

Candidates must successfully prepare a final presentation and report of findings and recommendations to be shared with 1) school and district personnel/group and 2) the capstone project exit committee which includes P-12 partners, university education and arts and sciences faculty and former program graduates.

**Capstone Project: School Improvement Rubric**

The candidate will conduct, lead and evaluate a strategy for school improvement that assesses the instructional program and monitors student performance (e.g., guided self-study or review, Red Flag analysis of Kentucky Performance Report, school improvement plan development, implementation and/or impact checks, continuous assessment data [formative, interim, summative], walkthrough data, achievement gap interventions). The principal at the school where this Anchor Assessment is conducted will guide, coach and facilitate the candidate’s activities.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exceeds Standard (93%-100%)</th>
<th>Satisfactorily Meets Standard (76%-92%)</th>
<th>Unsatisfactorily Meets Standard (0 – 75%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection, Analyses and Synthesis of Data</td>
<td>• Candidate creatively collects, analyzes and synthesizes school data from a variety of sources to determine system, instructional, and student needs for all students across all diverse cultures.</td>
<td>• Candidate collects, analyzes and synthesizes school data from a variety of sources to determine system, instructional, and student needs.</td>
<td>• Artifacts reflect insufficient data to determine the system, instructional and student needs.</td>
</tr>
<tr>
<td>Measure</td>
<td>Exceeds Standard (93%-100%)</td>
<td>Satisfactorily Meets Standard (76%-92%)</td>
<td>Unsatisfactorily Meets Standard (0 – 75%)</td>
</tr>
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<td>---------</td>
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</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
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<tr>
<td>Use of Data</td>
<td>• Candidate and stakeholders work collaboratively in all aspects to use the data to prioritize decisions and to identify the strategy to be undertaken with evidence showing collaboration and creativity.</td>
<td>• Candidate and stakeholders use the data to prioritize decisions and to identify the strategy to be undertaken.</td>
<td>• Artifacts reflect minimal stakeholder participation and little or no evidence to support decisions made.</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Leadership</td>
<td>• Candidate leads stakeholders in analyzing data, reporting findings, and creating a written action plan based on the data with evidence of strong leadership skills.</td>
<td>• Candidate leads stakeholders in analyzing data, reporting findings, and creating a written action plan based on the data.</td>
<td>• Artifacts indicate faulty and/or incomplete interpretation of data and vague and/or inconsistent organizational planning.</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Plan</td>
<td>• Candidate’s plan shows a strong connection to assessing instructional programs that will improve student learning. Evaluation demonstrates meaningful results. Artifacts reflect multiple and various sources of data and logical reasons for recommendations made for improvement of student achievement.</td>
<td>• Candidate’s plan shows a connection to assessing instructional programs that will improve student learning. Evaluation demonstrates results. Artifacts reflect multiple sources of data and logical reasons for recommendations made for improvement of student achievement.</td>
<td>• Artifacts reflect minimal application to improving student learning. Evaluation demonstrates minimal results. Artifacts reflect few sources of data and unsupported reasons for recommendations made for improvement of student achievement.</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>• Candidate reflects upon conducting, leading and evaluating this school improvement project with depth and detail.</td>
<td>• Candidate reflects upon conducting, leading and evaluating this school improvement project.</td>
<td>• Candidate provides little or no reflection upon conducting, leading and evaluating this school improvement project.</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
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</tbody>
</table>
Part II: Licensure Information

INSTRUCTIONAL LEADERSHIP - SCHOOL PRINCIPAL CERTIFICATION

The Kentucky Education Professional Standards Board issues a Level I five year Statement of Eligibility - School Principal to applicants who:

- Have successfully completed an approved program of preparation;
- Have three years of full-time teaching experience;
- Have successfully completed the appropriate assessment requirements outlined in 16 KAR 6:030 (.pdf) or qualify for a one year period of completion for assessments under KRS 161.027(6)*
- Hold a master's degree in education;
- The statement of eligibility allows the candidate to obtain employment in a principal/assistant principal position and complete one year in the Kentucky Principal Internship Program (KPIP); Check with EPSB for SOE requirements
- Upon successful completion of KPIP, the 5-year Professional Certificate is issued

Additional Information: "Level I" means the standards-based program of studies designed for minimal preparation to serve in the position of instructional leadership - school principal. *

"Level II" means the standards-based program of studies to attain the first five year renewal of the certificate for the position of instructional leadership - school principal.

* Out of State Applicants : Principal applicants in Kentucky are required to take the School Leaders Licensure Assessment and the Kentucky Specialty Test of Instructional and Administrative Practices. Out of state principal certification applicants who have two years of fulltime principal experience may be waived from the SLLA test. These individuals are required to take only the Kentucky-based test. Out of state principal applicants who do not have two years of verified experience as a fulltime principal must participate in and successfully complete the one year Kentucky Principal Internship Program.

HOW TO APPLY FOR INSTRUCTIONAL LEADERSHIP - SCHOOL PRINCIPAL CERTIFICATION

- Fill out TC-1 (.pdf) application form
- Upon approval of TC-1 (.pdf), the EPSB will issue a 5-year Statement of Eligibility
- After employment is obtained, applicant must submit Confirmation of Employment, then complete one year in the Kentucky Principal Internship Program; and
• Submit a $50 money order or certified check made payable to the "Kentucky State Treasurer" to the EPSB or applicants may also use EPSB "E-Pay" online payment service to pay certification fees once the completed application has been mailed.

• Upon receipt, the EPSB will issue a 5-year Professional Certificate

STATEMENT OF ELIGIBILITY (SOE) RENEWAL (PRINCIPAL—LEVELS I AND II)

• The SOE allows candidates five years to apply and receive employment as a principal/assistant principal in a Kentucky school. During the first year of employment, the Kentucky Principal Internship Program (KPIP) must be successfully completed. (Currently the KPIP program is suspended due to budget constraints.)

• If the applicant does not participate in KPIP within the five (5) year period, the applicant may renew the SOE by repeating and passing the assessments in effect at that time or by completing a minimum of six (6) graduate hours, directly related to instructional leadership, management, or supervision, at a regionally or nationally accredited institution. (If KPIP is suspended, the hiring district sends a Confirmation of Employment to EPSB and a principal certificate will be issued.)

• The option for renewal through completion of graduate hours shall be available only for the first reestablishment of eligibility.

LEVEL II SCHOOL PRINCIPAL CERTIFICATION RENEWAL

Each five year renewal of the certificate for instructional leadership - school principal, level II shall require:

• Completion of a TC-2 (.pdf) application and
• A recommendation from the approved recommending authority regarding the successful completion of an approved Level II program.
• Successful completion of two years of experience as a school principal within the preceding five years; or

If the applicant has not successfully completed the two years of experience:

• Completion of three semester hours of additional graduate credit directly related to the position of school principal for each required year of experience the applicant has not completed; or
• Successful completion of forty-two hours of approved training selected from programs approved by the Kentucky Effective Instructional Leadership Training Program provided in KRS 156.101.
• Submission of a $50 money order or certified check made payable to the "Kentucky State Treasurer" or applicants may also use EPSB "E-Pay" online payment service to pay certification fees once the completed application has been mailed.
• Mail to:
Division of Certification
Education Professional Standards Board
100 Airport Road, 3rd Floor
Frankfort, Kentucky 40601

School Leaders Licensure Assessment Exam
- Taking the SLLA exam is a licensure requirement regardless of the state in which you reside. We recommend you also review your state’s testing requirements.
- Candidates may choose to take the SLLA exam at any point in the program, however, since the exam will cover content covered in the courses, the university recommends that candidates complete as much of the program as possible prior to taking the exam.
- You may review the SLLA exam information at http://www.ets.org/sls/.
- When you register for the exam, designate University of the Cumberlands as a score recipient (code 6011).
- You must earn the minimum scores required by your state licensure agency. The minimum passing score is 160. You may take the test multiple times.

Kentucky Specialty Test for Instructional and Administrative Practices
- Taking the Kentucky Specialty Test for Instructional and Administrative Practices is a licensure requirement in Kentucky.
- When you register for the exam, designate University of the Cumberlands as a score recipient (code 6015).
- You must earn the minimum scores required by your state licensure agency. The minimum passing score is 158. You may take the test multiple times.
- Study guides are available by contacting:
  Division of Certification
  Education Professional Standards Board
  100 Airport Road, 3rd Floor
  Frankfort, Kentucky 40601
Part III: Other Important Information

Many factors go into ensuring a candidate is ready to become a licensed principal, not all of them attached to coursework or an academic plan. What follows is other information candidates will need to know to be successful as a P–12 principal.

Plan for Providing Highly Qualified Faculty in the Principal Preparation Program

The Education Department and the university are committed to keeping an appropriate balance between full- and part-time faculty in the program, thus ensuring quality and consistency for the candidates and the program. This is accomplished through the following policies and procedures:

- Experienced and qualified K-12 administrators, educators and, wherever possible, Highly Skilled Educator Practitioners will be matched with professors with terminal degrees to provide high quality, relevant, and balanced instruction.
- Faculty are assigned to courses based upon diversity experiences and curricular background to provide a quality learning environment.
- Courses are assigned to both full-time unit faculty and adjunct faculty members, thus providing candidates with a variety of experiences.
- One or more faculty members of minority status are assigned to each level of the program to ensure a balance of candidate contact with minority faculty.

See Appendix for Faculty Contact Information.

Plan for Technology in the Principalship Program

Integration of technology into the professional life of candidates is an important intended outcome of the Principalship Program. Such integration requires acquisition of a core set of skills. Using technology as a pedagogical element of instruction enhances learning. It also promotes a dynamic, constructivist approach to augment scholarship and facilitates a collaborative and performance-based approach to evaluation (Vannatta & Beyerback, 2000). Candidates must be exposed to a full range of educational technology potentials, featuring – but not limited to – hardware, productivity software, authoring software, instructional software, the Internet, networking options, and database programs.
Academic Dishonesty Policy

Honesty is expected of University of the Cumberlands students at all times. Lying (falsifying, fabricating, or forging information in either written or spoken presentations) is strictly forbidden, and may result in disciplinary action. (Student Handbook).

At a Christian liberal arts university committed to the pursuit of truth and understanding, any act of academic dishonesty is especially distressing and cannot be tolerated. In general, academic dishonesty involves the abuse and misuse of information or people to gain an undeserved academic advantage or evaluation. The common forms of academic dishonesty include:

- **Cheating**: Using deception in the taking of tests or the preparation of written work, using unauthorized materials, copying another person’s work with or without consent, or assisting another in such activities;
- **Lying**: Falsifying, fabricating, or forging information in either written or spoken presentations;
- **Plagiarism**: Using the published writings, data, interpretations, or ideas of another without proper documentation.

Episodes of academic dishonesty are reported to the Vice President for Academic Affairs. The potential penalty for academic dishonesty includes: (1) a failing grade on a particular assignment, (2) a failing grade for the entire course, or (3) charges against the student with the appropriate disciplinary body. (Student Handbook)

Candidate Grievance

Records of formal candidate complaints concerning academic and program policy issues are maintained by the Chair of the Education Department and, when appropriate, by the Vice President for Academic Affairs. In addition, records concerning formal appeals concerning academic standing, sexual harassment, social grievances or other issues are maintained by other university offices as defined by the University’s policies concerning Appeals and Grievances. Candidates can find this information in the *University of the Cumberlands Graduate Education Handbook Reflective Constructors of Quality Learning Experiences through Critical Thinking in the Undergraduate Student Handbook*. Complaints concerning policies should first be directed by candidates toward the appropriate faculty member. If these complaints cannot be resolved informally at this level, candidates may choose to pursue their concerns with the appropriate program director. If these informal efforts still yield no resolution, the Department Chair may be consulted. At this stage, should the candidate’s concerns become a formal written complaint or appeal, appropriate records are maintained by the Department Chair. For policy issues, should the Chair be unable to resolve the situation, the Graduate Education Committee may be asked to render a judgment on program policy; and any deliberation or action concerning the complaint or appeal is recorded in committee minutes. If a formal academic complaint or appeal cannot be resolved within the unit, the candidate may appeal in writing to the Vice President for Academic Affairs, with appropriate records of the appeal then maintained by the Academic Affairs Office. For complaints or appeals concerning grades, if discussions with the course instructor,
program director or department chair do not lead to a satisfactory conclusion, students may file a formal written appeal with the Vice President for Academic Affairs, who will forward the appeal to the chair of the Academic Appeals Committee. This formal written appeal must be filed by the end of the 4th week of classes in the next regular term following the term in which the course in question was taken. The Academic Appeals Committee then gathers information from the student, the instructor, and any other relevant parties. The Committee will deliver its recommendation on the complaint to the Vice President for Academic Affairs. After reviewing this recommendation and concurring or amending it, the Vice President for Academic Affairs will inform the student and instructor of the disposition of the complaint no later than the last day of classes of the term in which the complaint was filed. Records of all actions regarding academic grade appeals, including their final disposition, are maintained by the Vice President for Academic Affairs and the Academic Appeals Committee.

**Individual Action Plan**

The Education Department faculty at University of the Cumberlands is committed to helping all candidates learn. Faculty will offer assistance and guidance to candidates who may struggle to meet the established standards for content knowledge, pedagogical skills, and professional dispositions. However, if a candidate demonstrates a significant need for growth in any or all of these areas, an **Individual Action Plan** will be initiated and the candidate will be moved to **Probationary Status**. The following process is followed when an Individual Action Plan is deemed necessary.

1. A professor, academic advisor, P-12 supervising teacher, Department Chair, Program Director or candidates themselves may initiate the Action Plan.
2. Collaboratively, appropriate personnel and the candidate will document
   a. specific area(s) of concern (growth area)
   b. specific actions and strategies designed to eliminate the identified area of concern
   c. an established a time line for completion of the strategies and actions
   d. possible resources to support the candidate’s professional growth
3. All involved parties, including the Department Chair and Program Director, will sign and date the Individual Action Plan.
4. The Individual Action Plan’s timeline should be no longer than one academic year.
5. The Individual Action Plan becomes part of the candidate’s licensure file.
6. The Program Director will monitor the candidate’s progress and completion of the plan.
7. The Graduate Committee will be notified of the Individual Action Plan and must approve the candidate’s successful completion of the plan. If all requirements have been met, the candidate will be notified of permission to continue in the program and of removal from **Probationary Status**.
8. Candidates who are unsuccessful in meeting the Individual Action Plan requirements are withdrawn from the program unless Graduate Education Committee grants a time extension for additional remedial actions.
9. When all requirements have been met, the candidate will be notified of permission to continue in the program and of removal from **Probationary Status**.
10. If the candidate has not removed the identified area(s) for growth at the end of the extension of probation, the candidate will be withdrawn from the program. After one semester, candidates must provide documentation of successful actions that have removed the identified area for growth and may request readmission to the program.

11. If readmitted, the candidate’s enrollment in the program will be monitored by the Program Director and continued enrollment will depend upon continuous improvement in the cited area(s) for growth.

**Background Checks**

Background checks are investigations into one or more of the following: employment history, criminal records, driving records, education records, drug test results, and sex offender lists. Prospective employers will usually require these types of checks before hiring a candidate to work with school-aged students.

University of the Cumberlands does not require a candidate to submit a criminal background or sex offender check as part of program requirements, because in most cases, it will have been completed as part of the teacher licensing process. However, it is critical that candidates know the implications of having a criminal history. Because each school site or district may have specific requirements regarding criminal, sex offender, and other background checks for candidates conducting their field experiences at the site, it is important that candidates discuss this issue with the site administration. If required, the candidate will have to produce a copy of their background check to the field experience schools.

**Which background checks are most important for candidate awareness?**

The most commonly required background checks are criminal history (including illegal substances and alcohol) and sex offender list checks. However, again, the specific requirements vary state to state and even district to district and school to school.

**What should candidates know about criminal histories?**

Any conviction, even one for which a candidate successfully has completed probation, is part of his/her criminal history. This includes convictions for drug and alcohol offenses and any misdemeanor offenses. Certain exceptions may apply, such as sealed records or records that have been expunged. If a candidate doesn’t report all of them, and if something is discovered in the clearance process, the idea that he/she was hiding something legally requested could be enough to keep the candidate from obtaining licensure. A state or district will wonder what else the candidate is hiding.

**Why does criminal history matter?**

It is important to understand that educator licensure in any state is partly dependent upon a candidate’s character, which includes but is not limited to any criminal background or sex offender history. The state has a responsibility to ensure not only that a candidate is qualified by academic credentials, but that he or she also has a good character to work with school-aged students.
students. This is one reason University of the Cumberlands focuses on professional dispositions and a code of ethics in evaluating our principal candidates.

**Code of Ethics**

The Kentucky Education Professional Standards Board has a published Code of Ethics for School Administrators (available as Addendum D). This code represents the standards of professional conduct expected of all school administrators and must be strictly followed. It is critical that all principal candidates are well-versed in each part of the code and begin assuming the stance it describes immediately upon commencing the Advanced Educational Studies (Principal Preparation) Program. Failure to adhere to these standards will result in disciplinary action, up to and including expulsion from the program.

**Proof of Immunization and TB Clearance**

Because each school site or district may vary in its requirements regarding proof of immunizations and tuberculosis (TB) clearance for those who are working with students at the site, it is important that candidates discuss this with their impending placement site. Some placement sites may require proof of recent TB clearance and immunization to specified diseases.

**Supporting Student Services**

**The Office of Disability Services**

The Office of Disability Services is dedicated to providing barrier-free access to University of the Cumberlands educational services. The university will work with candidates to provide personalized support services and accommodations for disabilities. If assistance is needed, candidates should visit the disability services Web site and contact Dr. Tom Fish (Tom.Fish@ucumberlands.edu) in the Office of Academic Affairs, 6170 College Station Drive Williamsburg, KY 40769, 606-539-4216.

If a candidate anticipates the need for disability-related accommodations during field experience, he or she must contact the University’s Disability Services Office at least two weeks before matriculation into the program. Disability Services staff will work with the candidate and the College of Education: Advanced Education Studies to ensure field placement sites are prepared to accommodate the candidate. Failure to officially request accommodations through the university in a timely manner will delay a candidate’s field placement.
Part III: Other Information Important to Candidate Success

Insurance

Many school districts require educators working in our nation’s public schools to carry professional liability insurance. University of the Cumberlands requires all principal candidates to purchase and show proof of having professional liability insurance in the amount of $1,000,000 per year. Candidates prior to the beginning of the first course in the program, ADMOL 650. Detailed submittal instructions will be provided in the course.

Candidates must provide proof of insurance before a field placement can be made. Failure to do so will delay a candidate’s field experience placement and result in an incomplete course grade.

If a candidate doesn’t have professional liability insurance, the university suggests researching professional organizations that may offer discounted professional liability coverage as a benefit to its student members.
Appendix A

Course Syllabi
Matrix Connecting ISLLC Standards to ADMOL 650, Introduction to School Leadership.

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A school administrator is an educational leader who promotes the success of all students by becoming a:

I. **VISIONARY LEADER** – facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

II. **CURRICULAR LEADER** – advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

III. **MANAGERIAL LEADER** – ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

IV. **CULTURAL LEADER** – collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources.

V. **ETHICAL LEADER** – acting with integrity, fairness, and in an ethical manner.

VI. **POLITICAL LEADER** – understanding, responding to, and influencing the larger political, social, legal, and cultural context.

Matrix Connecting TSSA Standards to ADMOL 650, Introduction to School Leadership.

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I. **Leadership and Vision**

II. **Learning and Teaching**

III. **Productivity and Professional Practice**

IV. **Support, Management, and Operations**

V. **Assessment and Evaluation**

VI. **Social, Legal, and Ethical Issues**

Matrix Connecting KyCLS Dimensions to ADMOL 650, Introduction to School Leadership.

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Dimension 1. **Leading Teaching and Learning**
Dimension 2. **Assessing the Instructional Program and Monitoring Student Performance**
Dimension 3. **Securing and Developing Staff**
Dimension 4. **Building Culture and Community**
Dimension 5. **Creating Organizational Structures and Operations**
Dimension 6. **Leveraging Community Systems and Resources**
UNIT’S CONCEPTUAL FRAMEWORK
The Department of Education at University of the Cumberlands has adopted the motto “Reflective Constructors of Quality Learning Experiences through Critical Thinking” to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on Christian values, respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Strategic, Evaluative or Communicative knowledge base.

Course Alignment with the Conceptual Framework
This course is aligned with the University’s Conceptual Framework through the emphasis placed in the course on Reflection, Constructivism, Critical Thinking and Quality Learning Experiences. This course provides a sweeping overview of the roles and responsibilities of the school principal and how to lead through Reflection, Constructivism, Critical Thinking and Quality Learning Experiences.

Required Texts & Materials :
ISSLC Standards available on-line:
(3) Kentucky Redbook

Prerequisites: None. This is the introductory course.

Catalog Description and Credit Hours: This course provides aspiring school leaders with an introduction to the roles and responsibilities of school leaders and practical application at the district, school, and community levels. The leadership and management function and duties of the principal are examined. This class is designed to introduce the theories, concepts, and skills needed for school leaders to be highly effective including curriculum and instruction, assessment of instructional programs, human resource management, school climate and culture, organizational structures and operations, and school and community relations.

Course Description/Format/Pedagogical Features: This introductory course is designed to provide aspiring school leaders with the understandings needed to become an effective instructional leader, school manager and change agent. The course provides candidates with the theories, competencies, and skills that research has identified as crucial for effective school leaders. This course provides a mixed or hybrid instructional delivery method, including online learning using audio and video, regular face-to-face classroom instruction through occasional weekend coursework/seminars and through university faculty and P-12 partner mentoring visits to candidates’ work locations. Each candidate will have direct diverse experiences in both university and school settings and with diverse populations.
Course Objectives | ISLLC Standards | TSSA Standards | Learning Tasks/ Program Outcomes
--- | --- | --- | ---
Introduce administrator candidates to the skills in problem resolution, critical thinking and decision-making | I | I | Case Studies Group Project
Provide aspiring administrators with an awareness of human diversity and the importance of effective community and parental involvement | II, IV | | Personal Interviews
Introduce aspiring candidates to the basic processes, theories, and models of school administration and provide them with opportunities for self-analyses of their leadership styles and preferences. | I, II, III, IV, V, VI | I, III | ISSLC Self Assessment Leadership Legacy Self Assessment Test Myers-Briggs Blake Mouton Managerial Assessment Test Management/Leadership Assessment
Introduce trends and practices in public and private schools | III | I, II, VI | Personal Interview School Reform Project
Introduce administrative candidates to successful school practices, leading change, and role as an instructional leader | I, II | I, II, VI | Review of School Improvement Project Group Project
Discuss practical dimensions of educational and operational challenges of school administration and leadership | I, II, III, IV, V, VI | I, II, VI | Personal Interviews
Provide aspiring candidates with an awareness of the legal, ethical, and fiscal responsibilities of a school administrator as well as the responsibility to effectively manage school resources | IV, V, VI | I | Personal Interviews Review of School Improvement Project Group Project

Field Experience Requirements: This course requires each candidate to complete fifteen hours of documented field experiences. Some of these hours can be used to satisfy course assessment requirements (i.e. completing personal interviews, review of school improvement project, etc.)

Dispositions: Each candidate seeking or holding an administrative position within a school or system must uphold and display certain dispositions or attitudes and beliefs that are critical to the educational environment. The following is a list of identified dispositions that will be addressed within this course. Each candidate should emulate and display these dispositions.
1. The educability of and life-long learning for everyone;
2. Student learning as the fundamental purpose of schooling;
3. Making management decisions to enhance learning and teaching;
4. Bringing ethical principles to the decision making process for the common good of the community;
5. The importance of continual engagement with families, community stakeholders, and other decision makers;
6. Education as key to opportunity and social mobility;
7. Being an advocate for the protection of student rights and the improvement of student opportunities.

**Class Attendance, Plagiarism and Grade Appeal Process:** Refer to the University of the Cumberlands’ policies in the University Catalog and Student Handbook.

**Academic Accommodations:** “Students who may have a disability meriting an academic accommodation should contact the Academic Affairs Office in GATL 114 to ensure their needs are properly evaluated and that documentation is on file. Any accommodations for disabilities must be re-certified each semester by the Academic Affairs Office and the Special Accommodations Committee before course adjustments are made by individual instructors.”

**Course Guidelines and Behavioral Expectations:** This course serves a basic introduction to the role of the principal in leading and managing a school environment. Its purpose then is to both provide candidates with some of the knowledge and skills they will need to lead a school but also to evaluate the candidate’s dispositions regarding leadership, ethics, and values.

**Plan of Evaluation:**

_Author: Administrator Interviews_ – A panel of school administrators will meet with the class to share their experience and thoughts on:
1) The role of principal as an instructional leader and facilitator of curriculum development and assessment.
2) The role of the principal in promoting academic success for students.
3) The role of the principal in providing a safe and orderly work environment for both students and faculty.
4) The principal’s responsibilities for ensuring that district graduates are “career and college ready”.
5) The legal and financial duties of the school principal.
6) The principal’s role in establishing positive school and community relations and strategic partnerships.

Candidates will provide their reflection and insights into school administration gained through the interviews. This assignment will be completed at the second class meeting.

**School Reform Project** - Each student will review two current school reform models, such as Success for All, Schools that Work, Accelerated Schools, and AVID. Summarize each model noting the particular strength of the model and compare/contrast the two models. This assignment is due on the seventh class meeting.

**Group Project** - Working in groups of two to three students will read either (1) Robert Marzano’s _School Leadership That Works_ or Michael Fullen’s _The Moral Imperative of School Leadership_ and (2) John McArthur’s _The Book on Leadership_ or Warren Bennis’s _On Becoming a Leader_. The groups will then submit a maximum five page paper in which they discuss the contents of each of the above books and compare and contrast the contents. The groups will then prepare and present to the class a PowerPoint presentation to the class highlighting the key concepts of the books. This assignment is due on the sixth class meeting.
Review of School Improvement Project – Each student is to review the current or a previous school improvement project. The purpose of the study is to identify the components and potential barriers to the success of a current or former school improvement project. This assignment is due on the eighth class meeting.

School Climate and Culture Survey – Each student is to review a school climate/culture survey. The purpose of the study is to recognize the elements of an effective school culture/climate survey and the data that can be collected from such surveys. Discuss the value of this information in developing a positive school climate/culture. This assignment is due on the third class meeting.

Case Studies – Each candidate will complete a total of five administration case studies linked to the ISLLC 2008 Standards that will be distributed through a blend of online discussion forums and face-to-face sessions. Each case study is open ended AND IS INTENDED TO draw upon students' analytical and problem-solving skills as well as the information concerning school administration that was presented in this course. The first two case studies will be submitted and discussed throughout the course.

Grading Scale:

<table>
<thead>
<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Personal Interviews</td>
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<td>School Reform Project</td>
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<tr>
<td>Group Project</td>
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<tr>
<td>Review of School Improvement Project</td>
<td>10%</td>
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<tr>
<td>School Climate and Culture Survey</td>
<td>15%</td>
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<tr>
<td>Case Studies</td>
<td>10%</td>
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<td><strong>Total</strong></td>
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Writing Expectations: Learning outcomes for candidates’ writing competencies include clarity of thought, discernment in planning and organization, and integration of evidence and criteria.

- Written assignments must be typed, double-spaced, with one-inch margins and 11 or 12-point font.
- The instructor expects that students will have knowledge of appropriate forms of documentation and use it where appropriate. Use the APA format and style of notation to credit all sources that are not your own.
- There is a craft to writing. Spelling, grammar, punctuation, and diction (word usage) are all tools of that craft. Writing at the graduate level will show careful attention to these elements of craft. Work that does not exhibit care with regard to these elements will be considered as inadequate for graduate level writing and graded accordingly.

Technology Outcomes: Students in the Department of Education are expected to have a home computer or laptop, Internet access, and basic office software (Microsoft Word, PowerPoint, and Excel). In addition, students are expected to have basic competencies in the following areas.

1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help students search for various types of information via the internet.
5. Be able to subscribe, participate in, and sign off education related list serves.
6. Be able to access and use education related CD-ROM and online data bases.
7. Be knowledgeable of the legal and ethical codes which relate to education and technology.
8. Be able to use the Internet for finding and using continuing education opportunities.
10. Be able to evaluate the quality of Internet information.

Current, Updated Bibliography:


Proficiencies for principals, NAESP (1986). Alexandria, VA.


### Tentative Course Calendar:

<table>
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<tr>
<th>Week</th>
<th>Topics Presented</th>
<th>Assessments</th>
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<tr>
<td><strong>Week One</strong>&lt;br&gt;Online Discussion and Chat</td>
<td>Roles of the Principal as Manager and as Instructional Leader and ISLLC Standards&lt;br&gt;Case Studies Discussion Forum to apply ISLLC Standards</td>
<td>ISSLC Self Assessment#1 Case Studies</td>
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<tr>
<td><strong>Week Two</strong>&lt;br&gt;Saturday Seminar</td>
<td>Management and Leadership Theories&lt;br&gt;Personal Inventories of Management and Leadership Preferences and Styles&lt;br&gt;Interviews of School Administrators</td>
<td>Blake Mouton Managerial Assessment Test&lt;br&gt;Management/Leadership Assessment Test&lt;br&gt;Leadership Legacy Self Assessment Test&lt;br&gt;Myers-Briggs or STRENGTHSFINDER AND DISC&lt;br&gt;Personal Interviews and Reflections</td>
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<td><strong>Week Three</strong>&lt;br&gt;Online Discussion and Chat</td>
<td>The Principal’s Role in Effecting the School Culture and Climate&lt;br&gt;Case Studies Discussion Forum</td>
<td>School Climate/Culture Survey Case Studies</td>
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<td><strong>Week Four</strong>&lt;br&gt;Online Discussion and Chat</td>
<td>The Principal’s Role in Working With and in Supporting Diverse Student Groups&lt;br&gt;Case Studies Discussion Forum</td>
<td>Mid-Term Exam</td>
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<tr>
<td><strong>Week Five</strong>&lt;br&gt;Online Discussion and Chat</td>
<td>The Importance of the Principal to Achieving Academic Success for All Students&lt;br&gt;Case Studies Discussion Forum</td>
<td>Case Studies</td>
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<tr>
<td><strong>Week Six</strong>&lt;br&gt;Online Discussion and Chat</td>
<td>The Principal’s Role in Managing, Supporting and Evaluating Staff&lt;br&gt;Case Studies Discussion Forum</td>
<td>Group Project Case Studies</td>
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<td><strong>Week Seven</strong>&lt;br&gt;Online Discussion and Chat</td>
<td>The Principal’s Role in Managing and Allocating Resources</td>
<td>School Reform Project</td>
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<td><strong>Week Eight</strong>&lt;br&gt;Saturday Seminar</td>
<td>The Principal and Legal Aspects of the School&lt;br&gt;Case Studies Discussion Forum</td>
<td>Case Studies Review of School Improvement Project ISLLC Self-Assessment #2 Final Exam</td>
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University of the Cumberlands

**Education Department**

*Reflective Constructors of Quality Learning Experiences Through Critical Thinking*

**ADMOL 661: The School Principal’s Role in Improving School Climate and Culture (3 hours)**

Course Syllabus – Term

Day, Time

Matrix Connecting ISLLC Standards to ADMOL 661, The School Principal’s Role in Improving School Climate and Culture.

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A school administrator is an educational leader who promotes the success of all students by becoming a:

I. **VISIONARY LEADER** – facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

II. **CURRICULAR LEADER** – advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

III. **MANAGERIAL LEADER** – ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

IV. **CULTURAL LEADER** – collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources.

V. **ETHICAL LEADER** – acting with integrity, fairness, and in an ethical manner.

VI. **POLITICAL LEADER** – understanding, responding to, and influencing the larger political, social, legal, and cultural context.

Matrix Connecting TSSA Standards to ADMOL 661, The School Principal’s Role in Improving School Climate and Culture.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
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</tr>
</tbody>
</table>

I. **Leadership and Vision**

II. **Learning and Teaching**

III. **Productivity and Professional Practice**

IV. **Support, Management, and Operations**

V. **Assessment and Evaluation**

VI. **Social, Legal, and Ethical Issues**

Matrix Connecting KyCLS Dimensions to ADMOL 661, The School Principal’s Role in Improving School Climate and Culture.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
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</table>

Dimension 1. Leading Teaching and Learning

Dimension 2. Assessing the Instructional Program and Monitoring Student Performance

Dimension 3. Securing and Developing Staff

Dimension 4. Building Culture and Community
Dimension 5.  Creating Organizational Structures and Operations
Dimension 6.  Leveraging Community Systems and Resources

ADMOL 661
The School Principal’s Role in Improving School Climate and Culture

Professor: Dr. Barbara Kennedy  E-Mail: barbara.kennedy@ucumberlands.edu
Phone: 606-539-4433

UNIT’S CONCEPTUAL FRAMEWORK
The Department of Education at University of the Cumberlands has adopted the theme “Reflective Constructors of Quality Learning Experiences through Critical Thinking” to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on Christian values, respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Strategic, Evaluative and/or Communicative knowledge base.

Course Alignment with the Conceptual Framework
This course is aligned with the Universities’ Conceptual Framework through the emphasis placed in the course on Constructivism, Critical Thinking and Quality Learning Experiences. This course focuses on how principals can improve the learning experiences of students in the Professional Learning Community through effective leadership in building a positive school culture and climate. The use of critical thinking as well past learning experiences are an integral part of the foundation of this course.

Required Text(s):

KY Standards and Indicators for School Improvement
Perception Survey from KDE
Kentucky Code of Ethics for School Leaders
KRS’s and KAR’s relating to Ethics

Prerequisites: ADMOL 650, Introduction to the Principalship

Course Description: This course is intended to provide the principal candidate with an understanding of the educational relevance of involving the greater community (parents, neighborhoods, businesses, etc.) to enhance and support student achievement; organizational relationships between schools within and outside schools; power, multicultural awareness; major opinion leaders; vision and mission articulation; and interpersonal skills. The content of the course emphasizes the following concepts: the importance of diversity in developing and implementing curriculum; strategies to reinforce norms of behavior and to promote effective change; elements of and impact of school culture; the use of data to influence school culture; the value of active partners/stakeholders; individual and collective accountability; modeling
professional ethics; and equity and diversity. Module 1: Organizing and Managing Shared Work within a Professional Learning Community. Module 2: Developing and Reflecting on Professional Learning Communities. Module 3: Assessing and Sustaining Professional Learning Communities. (3 hours)

**Purpose of the Course and Pedagogical Features:** This course covers techniques for and critical thinking about the school principal’s role in improving school climate and culture. In this course, students will develop an understanding of the importance of community and the role that principals play in creating learning organizations. Special emphasis is given to the interpersonal and group communication skills that enhance leadership and help develop and maintain a culture of inquiry, collaboration, support, and continuous improvement. The reciprocal relationship between school climate/culture and student achievement is explored through field and clinical experiences and activities. This course consists of a combination of lectures, readings, work groups, in-class study analyses, video viewing, guest speakers, written assignments and discussions of class topics, journal/reflection entries, and field and clinical experiences. Emphasis is placed on providing the candidate current pedagogical knowledge about improving the culture and climate of the school.

**Alignment of Course Objectives, Tasks and Outcomes as related to Standards Initiatives:**

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>ISLLC Standards</th>
<th>TSSA Standards</th>
<th>Specific Learning Tasks/ Program Outcomes Associated With the Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands strategies to reinforce norms of behavior within a school culture conducive to student learning and achievement: Consensus Building, Collaborative Decision-Making, Change Process, Communication, and Conflict Resolution in Educational Settings</td>
<td>4, 5, 6</td>
<td>1, 2, 3, 4, 6</td>
<td>2. Culture Study Report 6. Reflective Essays 7. Educational Platform Signature Assessment</td>
</tr>
<tr>
<td>Understands strategies to promote effective change and identifies the changing roles and responsibilities of educational leaders in the 21st century and delineated the knowledge, skills, and dispositions necessary for leaders to develop and sustain ethical, effective, and self-renewing learning communities</td>
<td>2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 6</td>
<td>2. Culture Study Report 6. Reflective Essays 7. Educational Platform Signature Assessment</td>
</tr>
<tr>
<td>Understands the elements of and impact of formal and informal school culture: Examines the complexity of schools as social systems and analyzes the impact that political, ethical, cultural, and economic forces have on and within the system</td>
<td>2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 6</td>
<td>2. Culture Study Report 6. Reflective Essays 7. Educational Platform Signature Assessment</td>
</tr>
<tr>
<td>Understands how data can be used to influence and inform school culture: Identifies multiple measures and</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 6</td>
<td>2. Culture Study Report</td>
</tr>
</tbody>
</table>

*University of the Cumberlands Advanced Education Studies: Specialty Certification (Principal Preparation Program) Candidate Handbook, August 2013*
<table>
<thead>
<tr>
<th>Concept</th>
<th>1, 2, 3, 4, 5</th>
<th>1, 2, 3, 4, 6</th>
<th>3. Stakeholder Engagement Report</th>
<th>6. Reflective Essays</th>
<th>7. Educational Platform</th>
<th>Signature Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>technological tools to conduct systematic and systemic assessment of continuous school improvement that is conducive to high levels of learning and equitable achievement for all students, including those from diverse populations</td>
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<tr>
<td>Understands that individuals, families and communities need to be active partners in school success</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 6</td>
<td></td>
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<tr>
<td>Understands how to engage these stakeholders: Examines models of shared/distributed leadership and accountability and analyzes, assesses, and practices a variety of strategies and protocols to facilitate culture building, research, reflection, and professional learning</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 6</td>
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<tr>
<td>Understands the importance of diversity in developing and implementing curriculum and the importance of treating all individuals with fairness, dignity and respect: Recognizes the importance of varied values and opinions</td>
<td>4, 5, 6</td>
<td>1, 2, 3, 4, 6</td>
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<tr>
<td>Understands the need to use the influence of the office to enhance student learning and achievement rather than for personal gain</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 6</td>
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<tr>
<td>Understands how to create and sustain a school wide learning environment based on a shared sense of community and cooperation: Demonstrates the ability to facilitate development of a shared vision of learning by all stakeholders in a learning community, including those from diverse populations, and to evaluate alignment of a school’s goals</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 6</td>
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</tbody>
</table>
Learning Tasks /Program Outcomes:

*It may be that the single most important thing that principals model is love for the children in their schools.* – Gartner

1) **Participation**

Class interactions will be large contributors to learning in this class. Therefore, students are expected to engage in intelligent discussion of the assigned topic in all areas (Discussion Board Activities, Chats, Forums, Shared Papers, etc.). Point adjustments will be taken for non-participation.

Candidates will complete several activities as part of participation designed to help process course information or to demonstrate understanding of materials. These will correspond to the course topics and will involve practicing or utilizing new course concepts. Activities will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>A</th>
<th>Active and meaningful completion of the activity and/or demonstrates complete understanding of the task/lesson/activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Significant completion of the activity and/or demonstrates significant understanding of the task/lesson/activity.</td>
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</table>

<table>
<thead>
<tr>
<th>and improvement process with its articulated vision</th>
<th>1, 2, 3, 4, 5</th>
<th>1, 2, 3, 4, 6</th>
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</thead>
<tbody>
<tr>
<td><strong>Understands the importance of varied values and opinions.</strong></td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 6</td>
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<tr>
<td><strong>4. Learning Community Report</strong></td>
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<td><strong>5. Perception Survey Report</strong></td>
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<td><strong>6. Reflective Essays</strong></td>
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<td><strong>7. Educational Platform Signature Assessment</strong></td>
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<table>
<thead>
<tr>
<th><strong>Understands characteristics of professional learning communities that focus on student learning and achievement</strong></th>
<th>1, 2, 3, 4, 5</th>
<th>1, 2, 3, 4, 6</th>
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</thead>
<tbody>
<tr>
<td><strong>6. Reflective Essays</strong></td>
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<tr>
<td><strong>7. Educational Platform Signature Assessment</strong></td>
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<table>
<thead>
<tr>
<th><strong>Understands how to foster individual and collective accountability among staff members to improve student learning and achievement</strong></th>
<th>1, 2, 3, 4, 5</th>
<th>1, 2, 3, 4, 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6. Reflective Essays</strong></td>
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<tr>
<td><strong>7. Educational Platform Signature Assessment</strong></td>
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<table>
<thead>
<tr>
<th><strong>Understands the need to model beliefs, ideals, and professional ethics conducive to student learning and achievement</strong></th>
<th>1, 2, 3, 4, 5, 6</th>
<th>1, 2, 3, 4, 6</th>
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</thead>
<tbody>
<tr>
<td><strong>6. Reflective Essays</strong></td>
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<tr>
<td><strong>Signature Assessment</strong></td>
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<table>
<thead>
<tr>
<th><strong>Understands the importance of a commitment to equity and diversity</strong></th>
<th>1, 2, 3, 4, 5, 6</th>
<th>1, 2, 3, 4, 6</th>
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<tbody>
<tr>
<td><strong>6. Reflective Essays</strong></td>
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<td><strong>Signature Assessment</strong></td>
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<thead>
<tr>
<th><strong>Understands the roles and responsibilities of all school administrative, departmental and support staff, leadership teams, committees, and school-based council</strong></th>
<th>1, 2, 3, 4, 5, 6</th>
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<tbody>
<tr>
<td><strong>6. Reflective Essays</strong></td>
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<td><strong>Signature Assessment</strong></td>
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<thead>
<tr>
<th><strong>Understands the importance of modeling a personal and professional code of ethics</strong></th>
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<th>1, 2, 3, 4, 6</th>
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</thead>
<tbody>
<tr>
<td><strong>6. Reflective Essays</strong></td>
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<tr>
<td><strong>Signature Assessment</strong></td>
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<tr>
<td>Grade</td>
<td>Description</td>
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<td>C</td>
<td>Partial completion of the activity and/or demonstrates partial understanding of the task/lesson/activity.</td>
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<tr>
<td>D</td>
<td>Limited completion of the activity and/or demonstrates minimal understanding of the task/lesson/activity.</td>
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<tr>
<td>F</td>
<td>No completion and/or no attempt to understand the task/lesson/activity.</td>
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</table>

To develop collaborative leadership skills and holistic understanding of the P-12 principalship, candidates will work in three-member groups (each with collective experiences in an elementary school, a middle school, and a high school). Sharing of work with cohort peers and principals is intended to develop reflective skills and ability to respond appropriately to publicly presented questions and criticism.

**Module 1: Organizing and Managing Shared Work within a Professional Learning Community.**

2) **Culture Study Report** (Field experience of 2 hours: Interviewing principal and sharing results)
   - Candidate will work in three-member groups to review literature on school culture and identify
     - Formal and informal elements of culture
     - Culture typology (e.g., toxic, fragmented, balkanized, contrived collegiality, comfortable collaboration, collaborative)
     - Strategies to transform school culture
     - School culture components (e.g., rules, policies, norms, values, behaviors) that influence student achievement and social performance
     - Commercially prepared culture assessments
   - Using information gleaned from literature search, candidates work in three-member groups to develop
     - Template for environmental scan of school climate
     - Template for review of school documents
     - Protocols for interviews with stakeholders
     - Age-appropriate survey for students
   - Candidate will work in three-member groups to
     - Gather data using instruments they developed
     - Analyze data and use findings to evaluate current school culture
   - Candidate will interview a school principal to determine a school-culture concern that needs to be addressed.
   - Candidate will prepare a report about culture-study findings that includes references to literature and recommendations for action. Prior to distribution to principals of schools where study was conducted, report will be reviewed by course peers and instructor who provide feedback for improvement.

3) **Stakeholder Engagement Report** (Field experience of 3 hours: Administering survey and distributing results)
   Candidate will work in three-member groups to
   - Design a perception survey based on readings about engaging all stakeholders as active partners in school success and treating all individuals with fairness, dignity, and respect
   - Administer perception survey in same school where culture study was conducted (Activity #2)
• Analyze perception survey data to determine level of stakeholder engagement
Candidate will prepare a report about stakeholder-engagement findings that include references to literature and recommendations for action. Prior to distribution to principals of schools where studies were conducted, reports are reviewed by course peers and instructor who provide feedback for improvement.

4) Learning Community Report (Field experience of 3 hours: Collecting data and sharing results)
Candidate will read about professional learning communities and then as part of a cohort design a template identifying characteristics of a professional learning community. Candidate will work in three-member groups to
• Gather data using template in local schools to analyze the extent to which professional and student learning communities exist
• Evaluate data collected at each school site separately and use findings to predict effectiveness of professional and student learning communities toward supporting student learning
• Review student performance data for each school where template was used and compare their predictions to actual data
Candidate will prepare a report about learning-community findings that include references to literature and recommendations for action. Prior to distribution to principals, reports are reviewed by cohort peers and instructor who provide feedback for improvement.

5) Perception Survey Report (Field experience of 3 hours: Administering survey and sharing results)
Candidate will work in three-member groups to
• Review a perception survey and define “diverse groups” in P-12 settings
• Design a perception survey based on readings about shared sense of community and cooperation, professional learning communities, and shared responsibility for student learning among diverse groups
• Administer perception survey in same schools where stakeholder-engagement studies were conducted, if possible
• Analyze data about stakeholder perceptions of diversity, shared responsibilities for student learning, and community
Candidate will prepare report about perception-survey findings that includes references to literature and recommendations for action. Prior to distribution to principals, the reports are reviewed by peers and instructor who provide feedback for improvement.

Module 2: Developing and Reflecting on Professional Learning Communities.

6) Reflective Essays
• Candidates will interview principals to discuss present culture-study findings and recommendations about transforming school cultures. Candidates will write individual reflective essays in response to principals’ comments about the culture study.
• Candidate will interview principals to gain insight on feedback about their study findings and recommendations about professional learning communities. Candidates write individual reflections about their reactions to principals’ comments about the learning-community study and submit to instructor for review.
7) **Educational Platform**
Candidate will develop individual two-page educational platforms in which they present their dispositions about principal’s role as culture manager, change agent, community builder, and ethical leader and then share written copies of platforms with course peers, who critique and suggest recommendations for improvement, through discussion forum.

**Module 3: Assessing and Sustaining Professional Learning Communities.**

8) **Signature/Anchor Assessment:** This assignment meets Kentucky Teacher Standard 1, ISLLC Standards 4, 5 and 6 and Dimension 4 of the Leadership Continuum, specifically. Assessing the Instructional Program and Monitoring Student Performance is essential to becoming an effective principal. This assignment allows the student to utilize knowledge about assessing the instructional program and monitoring student performance and apply this knowledge to a specific situation.

**Task –Culture and Climate Audit:** (Field experience of 9 hours) The candidate will conduct a climate and culture audit for a given school. The audit may be conducted using materials chosen from the Center for School Safety School Safety Audit protocol, the Standards and Indicators for School Improvement, other previously developed audits and/or local school district audit protocols.

- The candidate shall collaborate with the local school team to identify the purpose of the audit and select data collection strategies from the following possibilities:
  - Structured interviews for teachers, students, parents, classified staff, and others.
  - Surveys of teachers, students, parents, classified staff, and others.
  - On site observations of hallways, classrooms, restrooms, and teacher and classified staff work areas. These observations may include instructional walk-throughs, teacher-student interaction data collection protocols, surveys of areas to determine the level of supervision and safety checks of signage, external security, safety hazards and other related information. (Note: The data collection methods may be those developed by the Center for School Safety or Scholastic Audit teams)
  - The candidate shall assist with the organization and analysis of data and the development of specific recommendations for action steps.

- The candidate shall assist in presenting the recommendations to the faculty and work with the faculty in developing a response to the recommendations.

**Rubric:**
Through a collaborative process involving the professor and the district contact, performance evaluation will be based on (a) Copies of all data collection protocols, (b) Reflection on the selection and use of these data collection protocols, (c) Report of the school culture audit, (d)
Assessment of the candidate’s ability to conduct or facilitate meetings, (e) Reflection on the overall process, and (f) Rubric on the overall performance completed by the mentor and administrator educator.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exceeds Standard (93%-100%)</th>
<th>Satisfactorily Meets Standard (76%-92%)</th>
<th>Unsatisfactorily Meets Standard (0 – 75%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Facilitation and Data Collection</td>
<td>The candidate uses creative and exceptional group facilitation techniques when meeting with stakeholder groups. The candidate selects extraordinary data collection techniques to accomplish the purposes of the audit beyond reproach.</td>
<td>The candidate uses appropriate group facilitation techniques whenever he/she meets with stakeholder groups. The candidate selects appropriate data collection techniques to accomplish the purposes of the audit.</td>
<td>The candidate does not always facilitate group activities properly. The candidate selects marginally appropriate or inappropriate data collection techniques based on the purposes of the audit.</td>
</tr>
<tr>
<td>Data Collection and Report</td>
<td>The candidate precisely and brilliantly administers the various data collection protocols, concisely and accurately summarizes and interprets the data, and writes a skillful comprehensive report.</td>
<td>The candidate correctly administers the various data collection protocols, summarizes and interprets the data, and writes a comprehensive report.</td>
<td>The candidate improperly administers data collection protocols. The candidate does not completely summarize the data, sometimes makes inferences not supported by the data, and writes a report with that is not comprehensive and includes few or no viable suggestions for improving climate.</td>
</tr>
<tr>
<td>Suggestions for Positive School Culture</td>
<td>The report includes detailed, in-depth, creative suggestions for maintaining and/or developing a positive, proactive school culture.</td>
<td>The report includes specific suggestions for maintaining and/or developing a positive school culture.</td>
<td>The candidate does not work extensively with staff to develop plans for improving culture.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>The candidate develops a creative plan to include all stakeholders to collaboratively develop an action plan to improve the culture.</td>
<td>The candidate works with stakeholders to collaboratively develop an action plan to improve the culture.</td>
<td>The candidate does not work extensively with stakeholders to develop plans for improving culture.</td>
</tr>
</tbody>
</table>

**Field Experience Requirements:** Candidates will complete at least 20 field experience hours within this course observing, implementing and participating with the school principal, the school community, and the school system. For completion of your field experience, candidates will complete a signed time-sheet.
documenting hours as well as a brief written summary of what was experienced. Experiences will be scored using the Field Experience Rubric. *A passing grade cannot be earned without completion of Field Experience hours.*

**Class Attendance, Plagiarism and Grade Appeal Process:** Refer to the University of the Cumberlands’ policies in the University Catalog and Student Handbook.

**Academic Accommodations:** “Students who may have a disability meriting an academic accommodation should contact the Academic Affairs Office in GATL 114 to ensure their needs are properly evaluated and that documentation is on file. Any accommodations for disabilities must be re-certified each semester by the Academic Affairs Office and the Special Accommodations Committee before course adjustments are made by individual instructors.” (UC catalog.)

**Course Guidelines and Behavioral Expectations:**
- Study after study has linked successful academic performance with good class participation. Those who assume positions of responsibility (that is, who become leaders) must “show up” in order to be effective. Therefore, students are expected to actively participate in class discussions by sharing ideas and experiences and by responding to questions from the instructor. Furthermore, only the student can make contributions to the class and all students suffer when viewpoints of colleagues are missed in discussions.
- **Student’s Responsibility:** Students are responsible for obtaining assignments for each class and keeping track of any changes throughout the course. If the student is unsure about any assignment or assistance is needed, the instructor should be the first contact.
- **Late Work:** Assignments, including postings on discussion threads, are to be completed on time according to the timeline posted by the instructor. It is important to keep up and complete work on time. Late assignments will **NOT** receive full credit.

**Plan of Evaluation:**
To receive full credit, work must be submitted by the assigned date. There is a reduction of 10% of the total credit for each day it is late. There are no make-up exams without prior consent of the instructor. Graded work will receive a numeric score reflecting the quality of performance. Relative weights assigned to graded work are as follows:

<table>
<thead>
<tr>
<th>Course Requirement Summary</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1) Participation</td>
<td>8 points</td>
</tr>
<tr>
<td>2) Culture Study Report</td>
<td>10</td>
</tr>
<tr>
<td>3) Stakeholder Engagement Report</td>
<td>10</td>
</tr>
<tr>
<td>4) Learning Community Report</td>
<td>10</td>
</tr>
<tr>
<td>5) Reflective Essays</td>
<td>6</td>
</tr>
<tr>
<td>6) Perception Survey Report</td>
<td>10</td>
</tr>
<tr>
<td>7) Educational Platform</td>
<td>8</td>
</tr>
<tr>
<td>8) Field Experience</td>
<td>12</td>
</tr>
<tr>
<td>9) Exams (1 pt. each; Avg. % x 8 = your score)</td>
<td>8</td>
</tr>
<tr>
<td>10) Signature Assessment:</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100 points</td>
</tr>
</tbody>
</table>
Grading Scale:
Graded work will receive a numeric score reflecting the quality of performance as given above in evaluation methods. Your overall course grade will be determined according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>F</td>
<td>≤ 70%</td>
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</tbody>
</table>

Writing Expectations: Learning outcomes for candidates’ writing competencies include clarity of thought, discernment in planning and organization, and integration of evidence and criteria.

- Written assignments must be typed, double-spaced, with one-inch margins and 11 or 12-point font.
- The instructor expects that students will have knowledge of appropriate forms of documentation and use it where appropriate. Use the APA format and style of notation to credit all sources that are not your own.
- There is a craft to writing. Spelling, grammar, punctuation and diction (word usage) are all tools of that craft. Writing at the collegiate level will show careful attention to these elements of craft. Work that does not exhibit care with regard to these elements will be considered as inadequate for college writing and graded accordingly.

Technology Outcomes:
Students in the School of Education are expected to have a home computer or laptop, Internet access, and basic office software (Microsoft Word, PowerPoint, and Excel). In addition, students are expected to have basic competencies in the following areas.

1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help students search for various types of information via the internet
5. Be able to subscribe, participate in, and sign off education related list servers.
6. Be able to access and use education related CD-ROM and online data bases.
7. Be knowledgeable of the legal and ethical codes which relate to education and technology.
8. Be able to use the Internet for finding and using continuing education opportunities.
10. Be able to evaluate the quality of Internet information.

Current, Updated Bibliography


Constantino, S. M. (2003). Engaging all families: Creating a positive school culture by putting research into practice. Landham, MD: ScarecrowEducation.


### Tentative Course Calendar:

<table>
<thead>
<tr>
<th>Class Schedule</th>
<th>Lecture Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| **Week 1:**    | • Foundations of PR | • Moore, Chap. 1, The High Stakes of School PR: Student Success  
|                | • Defining PR Needs  
|                | • Organizing PR Efforts | • Moore, Chap. 2, Understanding How PR Serves Your Students and Schools  
|                | • Defining Your School PR Needs | • Moore, Chap. 3, Defining Your School PR Needs  
<p>|                | • Organizing Your School PR Efforts | • Moore, Chap. 4, Organizing Your School PR Efforts |</p>
<table>
<thead>
<tr>
<th>Class Schedule</th>
<th>Lecture Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Week 3:        | • PR Research  
                 • Creating PR People | • Moore, Chap 5, Getting Useful School PR Research  
                            • Moore, Chap. 6, Creating Goodwill Ambassadors for Your School |
| Week 4:        | • Achieving School PR Success: Employees  
                 • Achieving School PR Success: Parents | • Moore, Chap. 7, Achieving School PR Success: Employees  
                            • Moore, Chap. 8, Achieving School PR Success: Parents |
| Week 5:        | • Achieving School PR Success: Students  
                 • Achieving School PR Success: Volunteers | • Moore, Chap. 9, Achieving School PR Success: Students  
                            • Moore, Chap. 10, Achieving School PR Success: Volunteers and Other School Visitors |
| Week 6:        | • Achieving School PR Success: Diverse Audiences  
                 • Achieving School PR Success: Seniors | • Moore, Chap. 11, Achieving School PR Success: Diverse Audiences  
                            • Moore, Chap. 12, Achieving School PR Success: Seniors |
| Week 7:        | • Achieving School PR Success: Business & Vendors  
                 • Achieving School PR Success: Community Leaders | • Moore, Chap. 13, Achieving School PR Success: Businesses and Vendors  
                            • Moore, Chap. 14, Achieving School PR Success: Community Leaders |
| Week 8:        | • PR Message | • Moore, Chap. 15, Creating Your School PR Messages and Content  
                            • Moore, Chapter 16, Delivering Your School PR Messages and Content: In Print and Online |
University of the Cumberlands

Education Department

ADMOL 662 School and Community Relations (3 Hours)
Course Syllabus – Spring Semester
8:00 – 9:30

Matrix Connecting ISLLC Standards to ADMOL 662, School and Community Relations.

<table>
<thead>
<tr>
<th>I</th>
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</table>

A school administrator is an educational leader who promotes the success of all students by becoming a:

I. Visionary Leader – facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

II. Curricular Leader – advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

III. Managerial Leader – ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

IV. Cultural Leader – collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources.

V. Ethical Leader – acting with integrity, fairness, and in an ethical manner.

VI. Political Leader – understanding, responding to, and influencing the larger political, social, legal, and cultural context.

Matrix Connecting TSSA Standards to ADMOL 662, School and Community Relations.

<table>
<thead>
<tr>
<th>I</th>
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<tr>
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</tbody>
</table>

I. Leadership and Vision
II. Learning and Teaching
III. Productivity and Professional Practice
IV. Support, Management, and Operations
V. Assessment and Evaluation
VI. Social, Legal, and Ethical Issues
Matrix Connecting KyCLS Dimensions to ADMOL 662, School and Community Relations.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
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<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension 1. Leading Teaching and Learning</td>
<td>X</td>
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<tr>
<td>Dimension 2. Assessing the Instructional Program and Monitoring Student Performance</td>
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<tr>
<td>Dimension 3. Securing and Developing Staff</td>
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<tr>
<td>Dimension 4. Building Culture and Community</td>
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<tr>
<td>Dimension 5. Creating Organizational Structures and Operations</td>
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<tr>
<td>Dimension 6. Leveraging Community Systems and Resources</td>
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</tbody>
</table>

**ADMOL 662 School and Community Relations**

**Professor:** Dr. Michael Colegrove  
**E-Mail:** michael.colgrove@ucumberlands.edu  
**Phone:** 606-539-4433

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**UNIT’S CONCEPTUAL FRAMEWORK**

The Department of Education at University of the Cumberlands has adopted the motto “*Reflective Constructors of Quality Learning Experiences through Critical Thinking*” to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on Christian values, respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Strategic, Evaluative or Communicative knowledge base.

Course Alignment with the Conceptual Framework - **This course is supportive of the University’s Conceptual Framework in its focus on providing candidate’s with the knowledge and skills necessary to effectively manage a school’s or unit’s school and community program with the goal of supporting the academic achievement of all students. The intent of this course is to promote the mutual beneficial relationship between the school and its supporting community. To achieve that goal the student must develop their Conceptual, Strategic, Evaluative or Communicative knowledge base regarding the interworking of the school and community.**

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**Required Texts & Materials :**

3. Fostering School, Family, and Community Involvement (Available on the Web)
6. ISLLC Self Assessment (Available on the Web)

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**Prerequisites:** ADMOL 650 Introduction to School Leadership
Catalog Description and Credit Hours: This course is designed to help develop candidates understand the knowledge, dispositions, and performance ability to promote success of all students by exercising visionary, cultural, ethical and political leadership. The focus of this course is on facilitating the development, articulation, implementation, and stewardship of a school vision. The purpose of this course is to provide strategic approaches to interact with the political and social forces in order to shape educational decisions. During the course, candidates will analyze the impact of school decisions on school and community relations.

Course Description/Format/Pedagogical Features:
This course is designed to cover the principles, philosophy, and techniques for improving the educational program through building positive, effective relationships within the school and the greater school community. A major focus of the course is on the different roles people play and the school leaders’ relations with school faculty and staff, parents and other stakeholders. All of this is intended to support positive student learning outcomes. This course provides a mixed or hybrid instructional delivery method, including online learning using audio and video, regular face-to-face classroom instruction through occasional weekend coursework/seminars and through university faculty and P-12 partner mentoring visits to candidates’ work locations. Each candidate will have direct diverse experiences in both university and school settings and with diverse populations.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>ISLLC Standards</th>
<th>TSSA Standards</th>
<th>Learning Tasks / Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an understanding of the philosophy of community education and the role that schools can play in supporting lifelong learning in communities.</td>
<td>I, III, IV</td>
<td></td>
<td>Course Assessment #1</td>
</tr>
<tr>
<td>Develop clear and effective assessment skills for fostering community support for schools via the use of a variety of community involvement strategies.</td>
<td>II, V</td>
<td></td>
<td>Course Assessment #1</td>
</tr>
<tr>
<td>Course Assessment #2</td>
<td></td>
<td></td>
<td>Course Assessment #2</td>
</tr>
<tr>
<td>Understands the importance of diversity in developing and implementing curriculum and understand the prevailing values of the diverse community and the need for ongoing dialogue with representatives of diverse community groups</td>
<td>IV, V, VI</td>
<td>I, II, III, IV</td>
<td>Course Assessment #8</td>
</tr>
<tr>
<td>Field Experience #1</td>
<td></td>
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<td>Field Experience #1</td>
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<td>Field Experience #5</td>
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<td>Field Experience #6</td>
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<td>Field Experience #6</td>
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<tr>
<td>Course Assessment #3</td>
<td></td>
<td></td>
<td>Course Assessment #3</td>
</tr>
<tr>
<td>Understands strategies to build learning relationships with families and partnerships with community stakeholders</td>
<td>IV, V, VI</td>
<td>I, II, III, IV</td>
<td>Field Experience #2</td>
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<tr>
<td>Field Experience #2</td>
<td></td>
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<td>Field Experience #6</td>
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<tr>
<td>Field Experience #6</td>
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<td>Field Experience #6</td>
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<tr>
<td>Course Assessment #8</td>
<td></td>
<td></td>
<td>Field Experience #2</td>
</tr>
<tr>
<td>Course Assessment #11</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Understands strategies to leverage multiple resources to improve student learning and achievement</td>
<td>IV</td>
<td>I, II, III, IV</td>
<td>Course Assessment #11</td>
</tr>
<tr>
<td>Understands the importance of community stakeholder involvement in student learning and achievement and how to assess family and community concerns, expectations and needs</td>
<td>IV, VI</td>
<td>I, II, III, IV</td>
<td>Course Assessment #5, Course Assessment #6, Course Assessment #7, Course Assessment #8, Field Experience #5</td>
</tr>
<tr>
<td>Understand the importance that both climate and culture play in a successful school.</td>
<td>I, II, IV, VI</td>
<td>I</td>
<td>Course Assessment #1, Course Assessment #8</td>
</tr>
<tr>
<td>Understands the importance of being engaged in the larger community outside of the local school.</td>
<td>VI</td>
<td>I, II, III, IV</td>
<td>Course Assessment #7</td>
</tr>
<tr>
<td>Understands the district protocol for accessing additional external resources and how to leverage district resources for school improvement and to meet the needs of all students</td>
<td>III</td>
<td>II, III</td>
<td>Course Assessment #3, Course Assessment #9, Field Experience #4</td>
</tr>
<tr>
<td>Demonstrate the role of federal, state and local education agencies and demonstrate knowledge of America’s global influences and in creating laws like NCLB.</td>
<td>VI</td>
<td></td>
<td>Field Experience #8</td>
</tr>
<tr>
<td>Compare and contrast political organizations and their effects on student achievement.</td>
<td>VI</td>
<td></td>
<td>Field Experience #8</td>
</tr>
<tr>
<td>Explain how to conduct effective parent-teacher conferences</td>
<td>I</td>
<td></td>
<td>Field Experience #6</td>
</tr>
<tr>
<td>Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</td>
<td>I</td>
<td>I</td>
<td>Course Assessment #4, Field Experience #1</td>
</tr>
<tr>
<td>Facilitate the development of an effective school-community relations program, grounded in effective communication and that instills community support while responding to diverse community needs.</td>
<td>I, II</td>
<td></td>
<td>Course Assessment #9, Field Experience #9, Field Experience #10, Field Experience #11, Field Experience #3</td>
</tr>
<tr>
<td>Demonstrate a commitment to involve families in the education of their children based on the belief that families are the primary resource and support for each student and that working with families as full partners in the education of their children is vitally important.</td>
<td>IV, V</td>
<td></td>
<td>Field Experience #6, Field Experience #12, Course Assessment #9</td>
</tr>
<tr>
<td>Demonstrate the ability to employ public information, research-based knowledge, emerging issues and trends, data-based decision making, community relations and marketing strategies to develop and implement frameworks for school, family, and community partnerships</td>
<td>IV</td>
<td>IV</td>
<td>Course Assessment #9</td>
</tr>
<tr>
<td>Engage in activities that reflect an ability to</td>
<td>IV</td>
<td>II</td>
<td>Course Assessment #5</td>
</tr>
</tbody>
</table>
interact within the community: to use assessment strategies and research methods to understand and respond to diverse school and community interests; to provide leadership for programs serving students with special needs; to capitalize on the diversity of the school community to improve school programs for all students.

<table>
<thead>
<tr>
<th>Course Assessment #10</th>
<th>IV</th>
<th>Field Experience #12</th>
</tr>
</thead>
</table>

**Course Assessment**

To obtain credit for this course each student/candidate will:

1. Each student is to develop an assessment of the school and community focusing on the climate and the culture of both. The assessment should be based on data and opinions obtained from any combination of (1) surveys, (2) interviews, (3) focus groups, (4) school and community documentation, (5) student assessment data including attendance, college entrance exams, college and career readiness, grade retention data, teacher attrition data, etc., and (6) financial support for the school and district.

2. Each student is to select one high priority issue/problem at the school that needs to be addressed (e.g., issue/problem could come out of the school improvement plan, a discussion with the principal relative to current trends, needs, etc.). The issue/problem needs to be supported/justified by varied and relevant data.

3. Operating within the framework of existing policies, and convene a team of stakeholders (e.g., teachers, parents, administrators, community members, etc.) to study and address the identified problem. The makeup of the committee should be appropriate given the specific issue/problem. The candidate shall present the findings from the data analysis and the rationale for the selection of the issue/problem to the team of stakeholders.

4. Each student is to lead a team of faculty and administrators to review the vision and mission statements of the school ensuring that the issue will be framed within this context. Additionally, the candidate will lead the team in the development of a vision and mission statement for the team (e.g., team building process).

5. Each student in the course is to lead the team through a problem solving/planning process that will:
   a. Define the problem within the school, district, community or state context
   b. Detail a plan for addressing the problem (e.g., including specific implementation activities, timeline, staff considerations, budget issues, impact on student learning, barriers, data, etc.)
   c. Describe how the plan will be strategically implemented (e.g., gaining support, navigating the change process, staff development)
   d. Develop an evaluation plan including strategies for monitoring over time
   e. Design the plan within the boundaries of the laws, regulations, and policies within which the school operates

6. Initiate the implementation of the plan.

*University of the Cumberlands Advanced Education Studies: Specialty Certification (Principal Preparation Program) Candidate Handbook, August 2013*
7. Present a report on the plan/findings/implementation to the appropriate audience (staff, council, department, district level group, etc.).

8. Each student will explore, research, and analyze the community (10 mile radius.) Using a variety of sources of data (e.g. http://www.city-data.com/zip/77003.html, www.census.gov, www.houstontx.gov) The student will gather and present information and statistics regarding the community’s population, socioeconomic status, area businesses and industry, area religious institutions, cultural educational, and recreational resources, and organizations or agencies, that provide services (health, emergency, family). The challenges, issues, or needs of that community should be addressed (if any exist) and how these might impact student academic achievement. The information is to be presented in a 2-3 page paper. The paper should be typed, double-spaced, 1” margins, 12 point font, and proofread. The paper will also have a bibliography for your sources.

9. Develop a comprehensive school community relations plan for your school. Demonstrate how you will address the needs of the diverse student, parent and teacher population within the school district. The plan must include: demographics, vision statement, mission statement, policy statement, needs section, goals, objectives, strategies, and assessment.

10. Preparation and submission of three interview reports, relating to three interviews that you conduct separately with (1) a school principal, (2) a non-education professional person in the community such as a judge, lawyer, or business person, and (3) a school parent or family member. Each interview report should focus on that individual’s perspectives regarding school-community relations and school public relations issues, and conditions that exist within the school and community that tend to aid or hinder a student’s academic performance.

11. Create a community resource file with at least 25 entries. Each entry must be numbered with the agencies contact information (name of agency, address, phone number, email address if available, website if available).

Evidence The above assessments require the candidates to present evidence of the successful completion of the above targeted assignments. Additionally, the candidate will be required to make an oral and video presentation to the class highlighting the work and emphasizing reflections on outcomes and individual development Evidence of the completion of the assignments may include:

1. Written report
2. Rules of engagement with teachers
3. Minutes from meetings
4. Data on project from beginning
5. Strategies for consensus building, conflict resolution
6. Details of the process
7. Evidence of what team did
8. Reflections on process - What would you have done differently and why? What worked well and why?
9. Feedback from team of teachers, other school publics, and external publics – 360 feedback loop
10. Self analysis

Field Experience Requirements: This course requires each candidate to complete ten hours of field experience. The purpose of these hours is not to simply observe but rather for the candidate to take an active part in the many different types of field experiences listed below. Active involvement in community forums, discussions, assuming a leadership role within a school or community organization is
expected of each candidate. The candidate should make a focused effort to gain these field hours/experiences in all three grade levels (elementary, middle and secondary). It is important for the candidate to complete the field hours in a diverse setting.

1. Assess social/historical/political conditions in school community and identify opportunities and barriers relevant to supporting improvements in the school/community.
2. Lead family/community partners in a review and analysis of internal and external data to collectively establish a priority issue/opportunity to address, then collaboratively developing an action plan to address the issue.
3. Communicate the plan to all appropriate stakeholders and submit it to the appropriate external entity in the relevant format for implementation.
4. Select and utilize relevant tools to assess social, historical, and political conditions in the school community
5. Identify opportunities and barriers relevant to supporting improvements in the school community. Prepare materials outlining key findings from preliminary analyses and create essential questions. Establish a protocol for selecting and engaging relevant and diverse family and community partners
6. Lead the family and community partners in a review and analysis of internal and external data relative to the opportunities and barriers of the issue(s)
7. Building on the review and analysis, the partners will collectively establish a priority issue or opportunity to address
8. Collect, summarize, and synthesize pertinent information (e.g., extant research, programs, policies) that informs and or addresses the issue or opportunity and share relevant information with the group
9. Drawing on pertinent information, the candidate will lead partners in collaboratively developing an action plan to address the issue. The plan will be communicated to all appropriate stakeholders. Revisions to the plan may be made based upon stakeholder feedback
10. Plan is submitted to the appropriate external entity in the relevant format for implementation (e.g. new/revised policy, revised SIP/DIP, grant proposal, proposed local ordinance)
11. Develop a comprehensive school community relations plan for your school. Demonstrate how you will address the needs of the diverse student, parent and teacher population within your school district. The plan must include: demographics, vision statement, mission statement, policy statement, needs section, goals, objectives, strategies and assessment.
12. Provide a review of your local media outlets. Include radio, news, publications and any other media formats that you believe impact school districts and tax payers. Provide a quick demographic review of your community. This will include: Population, community demographics, school district size, economically disadvantaged percentage, single parent households in community, community unemployment rate, educational status of most households, student demographics, professional staff profile of school district.

**Dispositions:** Each candidate seeking or holding an administrative position within a school or system must uphold and display certain dispositions or attitudes and beliefs that are critical to the educational environment. The following is a list of identified dispositions that will be addressed within this course. Each candidate should emulate and display these dispositions.

- The educability of and life-long learning for everyone;
- Student learning as the fundamental purpose of schooling;
- Making management decisions to enhance learning and teaching;
- Bringing ethical principles to the decision making process for the common good of the community;
- The importance of continual engagement with families, community stakeholders, and other decision makers;
- Education as key to opportunity and social mobility;
- Being an advocate for the protection of student rights and the improvement of student opportunities.

**Class Attendance, Plagiarism, and Grade Appeal Process:** Refer to the University of the Cumberlands’ policies in the University Catalog and Student Handbook.

**Academic Accommodations:** “Students who may have a disability meriting an academic accommodation should contact the Academic Affairs Office in GATL 114 to ensure their needs are properly evaluated and that documentation is on file. Any accommodations for disabilities must be re-certified each semester by the Academic Affairs Office and the Special Accommodations Committee before course adjustments are made by individual instructors.”

**Course Guidelines and Behavioral Expectations:** Make the investment you are putting into your future career worthwhile- come to class. Your ultimate obligation to your students implies an interest in learning the most you can. All faculty members expect students to attend class. Classroom discussion participation and assignments will enhance your assigned readings. Attention during class will enhance your understanding of information, regardless of your learning style. Class participation and clinical experience will form the basis for your developing sound professional judgment. At times attendance in class will be mandatory. Absenteeism is a reflection of your reliability and an indication of your professional work habits in the future. Patterns of being absent will be considered when assessing your performance in the curriculum.

**Rubric for Plan of Evaluation for School and Community Relations:**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exceeds Standard (93%-100%)</th>
<th>Satisfactorily Meets Standard (76%-92%)</th>
<th>Un satisfactorily Meets Standard (0 – 75%)</th>
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</thead>
<tbody>
<tr>
<td>Collection, Analyses and Synthesis of Data</td>
<td>Candidate creatively collects, analyzes and synthesizes school data from a variety of sources to determine system, instructional, and student needs for all students across all diverse cultures.</td>
<td>Candidate collects, analyzes and synthesizes school data from a variety of sources to determine system, instructional, and student needs.</td>
<td>Artifacts reflect insufficient data to determine the system, instructional and student needs.</td>
</tr>
<tr>
<td>Use of Data</td>
<td>Candidate and committee work collaboratively in all aspects to use the data to prioritize decisions and to identify the strategy to be undertaken with evidence showing collaboration and creativity.</td>
<td>Candidate and committee use the data to prioritize decisions and to identify the strategy to be undertaken.</td>
<td>Artifacts reflect minimal committee participation and little or no evidence to support decisions made.</td>
</tr>
<tr>
<td>Measure</td>
<td>Exceeds Standard (93%-100%)</td>
<td>Satisfactorily Meets Standard (76%-92%)</td>
<td>Unsatisfactorily Meets Standard (0 – 75%)</td>
</tr>
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<td>-----------------</td>
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<td>----------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Leadership</td>
<td>Candidate leads stakeholders in analyzing data, reporting findings, and creating a written action plan based on the data with evidence of strong leadership skills.</td>
<td>Candidate leads stakeholders in analyzing data, reporting findings, and creating a written action plan based on the data.</td>
<td>Artifacts indicate faulty and/or incomplete interpretation of data and vague and/or inconsistent organizational planning.</td>
</tr>
<tr>
<td>Written Plan</td>
<td>Candidate’s plan shows a strong connection to assessing instructional programs that will improve student learning. Evaluation demonstrates meaningful results.</td>
<td>Candidate’s plan shows a connection to assessing instructional programs that will improve student learning. Evaluation demonstrates results.</td>
<td>Artifacts reflect minimal application to improving student learning. Evaluation demonstrates minimal results.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Candidate reflects upon conducting, leading and evaluating this plan with depth and detail.</td>
<td>Candidate reflects upon conducting, leading and evaluating this plan.</td>
<td>Candidate provides little or no reflection upon conducting, leading and evaluating this plan.</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- 90-100 A
- 80-89 B
- 70-79 C
- Below 69 F

**Writing Expectations:** Learning outcomes for candidates’ writing competencies include clarity of thought, discernment in planning and organization, and integration of evidence and criteria.

**Technology Outcomes:** This course requires students use technology through researching a variety of sources to develop a true picture of the school and community. Students will make use of charts, graphs, blogs, and research articles along with community artifacts in this graduate course.

**Current, Updated Bibliography:**


*University of the Cumberlands Advanced Education Studies: Specialty Certification (Principal Preparation Program) Candidate Handbook, August 2013*


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**Tentative Course Calendar:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Course Introduction</td>
<td>ISLLC Self Assessment</td>
</tr>
<tr>
<td></td>
<td>Understanding the School Community</td>
<td>Bagin, Gallagher, &amp; Moore Text: Chapter 1</td>
</tr>
<tr>
<td>Two</td>
<td>The Climate and Culture of the School</td>
<td>Each student is to select one high priority issue/problem at the school that needs to be</td>
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<td>Power Structures Within the Community</td>
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</table>
### and their Relevance to Positive School and Community Relations

- The Relationship between the School and Business and Industry
- Electronic Surveying
- Sociological Inventory
- Enlist community volunteers such as civic groups, service clubs, religious groups, seniors’ groups, and law enforcement

addressed (e.g., issue/problem could come out of the school improvement plan, a discussion with the principal relative to current trends, needs, etc.). The issue/problem needs to be supported/justified by varied and relevant data.

- Each student will explore, research, and analyze the community (10 mile radius.) Using a variety of sources of data (e.g., [http://www.city-data.com/zips/77003.html](http://www.city-data.com/zips/77003.html), [www.census.gov](http://www.census.gov), [www.houstontx.gov](http://www.houstontx.gov)) The student will gather and present information and statistics regarding the community’s population, socioeconomic status, area businesses and industry, area religious institutions, cultural educational, and recreational resources, and organizations or agencies, that provide services (health, emergency, family). The challenges, issues, or needs of that community should be addressed (if any exist) and how these might impact student academic achievement. The information is to be presented in a 2-3 page paper. The paper should be typed, double-spaced, 1” margins, 12 font, and proofread. The paper will also have a bibliography for your sources.

- Bagin, Gallagher, & Moore Text: Chapters 2 and 3

### Week Three

- The Creation of the Mission and Vision for The School and its Community
- The Effect of School and Community Relations with the Academic Performance of Students
- The Administration’s Role in Supporting Positive Relations with the School Community
- Policies Goals and Strategies
- Building school/community coalitions
- Outreach to encourage participation of parents who might have low-level literacy skills and/or from whom English is a second language

- Operating within the framework of existing policies, and convene a team of stakeholders (e.g., teachers, parents, administrators, community members, etc.) to study and address the identified problem. The makeup of the committee should be appropriate given the specific issue/problem. The candidate shall present the findings from the data analysis and the rationale for the selection of the issue/problem to the team of stakeholders.

- Each student is to lead a team of faculty and administrators to review the vision and mission statements of the school ensuring that the issue will be framed within this context. Additionally, the candidate will lead the team in the development of a vision and mission statement for the team (e.g., team building process)

- Bagin, Gallagher, & Moore Text: Chapters
<table>
<thead>
<tr>
<th>Week Four</th>
<th>Week Five</th>
<th>Week Six</th>
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</thead>
<tbody>
<tr>
<td>• Discussion as to how opinions/perceptions of schools are formed</td>
<td>• Developing a School Community Plan and its Effects on Student Learning Outcomes</td>
<td>• Policies Goals and Strategies – How Effect School and Community Relations</td>
</tr>
<tr>
<td>• Benefits to the academic program of encouraging parents and students to volunteer and provide ample training on volunteer procedures and school protocol</td>
<td>• How Student Learning is Connected to Community Perceptions</td>
<td>• Local, State and National Laws and Policies and Their Impact on the School Community</td>
</tr>
<tr>
<td>• Communicating with internal and External Publics</td>
<td>• The involve parents and other family members in planning, curriculum and policy development, and decision making related to school health</td>
<td>• Use of creative forms of communication with families that make optimal use of new communication technologies</td>
</tr>
<tr>
<td>• Crisis Communication</td>
<td>• Schools and Online Communications</td>
<td>• Effective ways in which a school can link parents to programs and resources within the community that provide support services to families, i.e., create an information and resource center to support families with training, resources,</td>
</tr>
</tbody>
</table>

**Mid-Term Exam**

- Preparation and submission of three interview reports, relating to three interviews that you conduct separately with (1) a school principal, (2) a non-education professional person in the community such as a judge, lawyer, or business person, and (3) a school parent or family member. Each interview report should focus on that individual’s perspectives regarding school-community relations and school public relations issues, and conditions that exist within the school and community that tend to aid or hinder a student’s academic performance.

- Bagin, Gallagher, & Moore Text: Chapters 6 to 9

**Mid-Term Exam**

- Develop a comprehensive school community relations plan for your school. Demonstrate how you will address the needs of the diverse student, parent and teacher population within the school district. The plan must include: demographics, vision statement, mission statement, policy statement, needs section, goals, objectives, strategies and assessment.

- Initiate the implementation of the plan.

- Present a report on the plan/findings/implementation to the appropriate audience (staff, council, department, district level group, etc.).

- Bagin, Gallagher, & Moore Text: Chapter 6 to 9

**Mid-Term Exam**

- Each student in the course is to lead the team through a problem solving/planning process that will:
  a. Define the problem within the school, district, community or state context
  b. Detail a plan for addressing the problem (e.g., including specific implementation activities, timeline, staff considerations, budget issues, impact on student learning, barriers, data, etc.)
  c. Describe how the plan will be strategically implemented (e.g., gaining support, navigating the change process, staff development)
and other services; collaborate with community agencies to provide family support services and adult learning opportunities

d. Develop an evaluation plan including strategies for monitoring over time
   Design the plan within the boundaries of the laws, regulations, and policies within which the school operates
   • Bagin, Gallagher, & Moore Text: Chapter 17

| Week Seven | The Importance of Working With the Local Media  
|           | School Publications  
|           | School and Faculty WebPages  
|           | Procedures that can be used to disseminate information on school reforms, policies, discipline procedures, assessment tools, and school goals, and include parents in any related decision-making process |
|           | Create a community resource file with at least 25 entries. Each entry must be numbered with the agencies contact information (name of agency, address, phone number, email address if available, website if available).  
|           | Bagin, Gallagher, & Moore Text: Chapters 12 to 13 |

| Week Eight | Conducting Special Issue Campaigns  
|           | Communicating School Financial Issues  
|           | Steps to take in order to create an environment in which parents feel valued and welcome, and that is culturally sensitive, including developing supportive mission and policy statements |
|           | Bagin, Gallagher, & Moore Text: Chapters 15 and 16 |

**Final Exam**
A school administrator is an educational leader who promotes the success of all students by becoming a:

I. VISIONARY LEADER – facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

II. CURRICULAR LEADER – advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

III. MANAGERIAL LEADER – ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

IV. CULTURAL LEADER – collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources.

V. ETHICAL LEADER – acting with integrity, fairness, and in an ethical manner.

VI. POLITICAL LEADER – understanding, responding to, and influencing the larger political, social, legal, and cultural context.

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Matrix Connecting ISLLC Standards to ADMOL 671, The Principal’s Role in Curriculum Leadership.

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Matrix Connecting TSSA Standards to ADMOL ADMOL 671, The Principal’s Role in Curriculum Leadership.

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</table>

I. Leadership and Vision
II. Learning and Teaching
III. Productivity and Professional Practice
IV. Support, Management, and Operations
V. Assessment and Evaluation
VI. Social, Legal, and Ethical Issues

Matrix Connecting KyCLS Dimensions to ADMOL 671, The Principal’s Role in Curriculum Leadership.

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<th>I</th>
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Dimension 1. Leading Teaching and Learning
Dimension 2. Assessing the Instructional Program and Monitoring Student Performance
Dimension 3. Securing and Developing Staff
Dimension 4. Building Culture and Community
Dimension 5. Creating Organizational Structures and Operations
Dimension 6. Leveraging Community Systems and Resources
ADMOL 671  
The Principal’s Role in Curriculum Leadership

Professor: Dr. Houston Barber  
E-Mail: houston.barber@ucumberlands.edu

Phone: 502-314-8960

UNIT’S CONCEPTUAL FRAMEWORK
The Department of Education at University of the Cumberlands has adopted the theme “Reflective Constructors of Quality Learning Experiences through Critical Thinking” to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on Christian values, respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Strategic, Evaluative and/or Communicative knowledge base.

Course Alignment with the Conceptual Framework
This course is aligned with the Universities’ Conceptual Framework through the emphasis placed in the course on Constructivism, Critical Thinking and Quality Learning Experiences. This course focuses on how principals can improve the learning experiences of students in the Professional Learning Community through effective leadership in developing curriculum. The use of critical thinking as well past learning experiences are an integral part of the foundation of this course.

Required Text(s):
KDE Web site for Standards and Indicators for School Improvement (SISI)
Core Content for Assessment/Course Standards
Program of Studies
SBDM Technical Assistance Manual
Standards in Practice Protocol (Association for Supervision and Curriculum Development materials)
CASL Protocol

Prerequisites: ADMOL 650, Introduction to School Leadership

Course Description: This course examines the principles and practices essential to developing and administering curricular programs, including knowledge and understanding about measurability, scope and sequence, taxonomy, program designs, and the fit between a planned program and a taught or implemented one. Module 1: Analyzing Curriculum Documents; Module 2: Analyzing Student Work – Instruction and Learning Interventions; Module 3: Providing Excellence in Curriculum for All (3 hours)

Purpose of the Course and Pedagogical Features: This course is designed to prepare candidates who aspire to educational leadership responsibilities for planning, implementing, and evaluating curricular programs. Through lecture, independent study, collaborative group work, and fieldwork, this course will (1) examine the basic concepts of curriculum planning, curriculum alignment, curriculum allocation as well as curriculum implementation, and evaluation; (2) explore the historical, philosophical, and political underpinnings of curriculum; (3) examine curriculum management and supervision of human and material resources; (4) investigate current developments and trends in the curriculum; (5) provide opportunities to gather practical information regarding the curriculum process through structured interviews and discussions with practitioners in the field; and (6) provide opportunities for students to
exchange ideas and information regarding the curriculum evaluation and development process through meaningful and reflective dialogue.

Alignment of Course Objectives, Tasks and Outcomes as related to Standards, Themes and Initiatives:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>ISLLC Standards</th>
<th>TSSA Standards</th>
<th>Learning Tasks/ Program Outcomes Associated With Objective</th>
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</thead>
<tbody>
<tr>
<td>Understands the processes to align, audit, monitor, and evaluate curriculum</td>
<td>2, 3, 4</td>
<td>1, 2, 3, 5</td>
<td>2. Reviewing/Analyzing curriculum documents and exploring the KDE website</td>
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<td></td>
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<td>3. SIP Protocol</td>
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<td>4. Tuning Protocol</td>
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<td>5. CASL Protocol</td>
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<td>6. Self-Reflection</td>
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<td>9. Implementing a Curriculum Process</td>
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<td>10. Practicing and Participating in the Curriculum</td>
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<td>Signature Assessment</td>
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<tr>
<td>Understands the design, purpose and analysis of curriculum maps and pacing guides</td>
<td>2, 3, 4</td>
<td>1, 2, 3, 5</td>
<td>2. Reviewing/Analyzing curriculum documents and exploring the KDE KDE website</td>
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<td>that are aligned with Program of Studies, performance standards, and core content</td>
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<td>3. SIP Protocol</td>
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<td>Signature Assessment</td>
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<tr>
<td>Understands how to design course schedule(s) and sequences that provide rigorous</td>
<td>2, 3, 4</td>
<td>1, 2, 3, 5</td>
<td>2. Reviewing/Analyzing curriculum documents and exploring the KDE KDE website</td>
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<td>programs accessible</td>
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<td>3. SIP Protocol</td>
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<td>Signature Assessment</td>
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<td>by all students</td>
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<td>3. SIP Protocol</td>
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<td>4. Tuning Protocol</td>
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<tr>
<td>Signature Assessment</td>
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</table>

| Understands the strategies and structures to support improvements in literacy and numeracy as the priority in a well rounded curriculum | 2, 3, 4 | 1, 2, 3, 5 |
| 7. Intervention Plan |
| Signature Assessment |

| Understands the importance of diversity in developing and implementing curriculum | 2, 3, 4 | 1, 2, 3, 5 |
| 7. Intervention Plan |
| Signature Assessment |

| Understands learning interventions to address skill deficits and learning needs of students | 2, 3, 4 | 1, 2, 3, 5 |
| 7. Intervention Plan |
| 9. Implementing a Curriculum Process |
| 10. Practicing and Participating in the Curriculum |
| Signature Assessment |

| Understands the process of providing multiple opportunities to learn by regrouping students, re-teaching lessons, and modifying strategies based on formal and informal assessments | 2, 3, 4 | 1, 2, 3, 5 |
| 7. Intervention Plan |
| 9. Implementing a Curriculum Process |
| 10. Practicing and Participating in the Curriculum |
| Signature Assessment |

| Understands appropriate use of varied research-based instructional strategies | 2, 3, 4 | 1, 2, 3, 5 |
| 7. Intervention Plan |
| 9. Implementing a Curriculum Process |
| 10. Practicing and Participating in the Curriculum |
| Signature Assessment |

| Understands the appropriate use of technology in instructional settings | 2, 3, 4 | 1, 2, 3, 5 |
| 2. Reviewing/Analyzing curriculum documents and exploring the KDE website |
| 3. SIP Protocol |
| 4. Tuning Protocol |
Learning Tasks /Program Outcomes:

The highly effective principal is a Facilitator – a leader with outstanding human relations skills that include the abilities to build individual relationships with parents, teachers and students; collaborative teams with staff members and parents; and a school-wide community of leaders. - Elaine K. McEwan, Ten Traits of Highly Effective Principals

1) Participation
Class interactions will be large contributors to learning in this class. Therefore, students are expected to engage in intelligent discussion of the assigned topic in all areas (Discussion Board Activities, Chats, Forums, Shared Papers, etc.). Point adjustments will be taken for non-participation.

Candidates will complete several activities as part of participation designed to help process course information or to demonstrate understanding of materials. These will correspond to the course topics and will involve practicing or utilizing new course concepts. Activities will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Active and meaningful completion of the activity and/or demonstrates complete understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>B</td>
<td>Significant completion of the activity and/or demonstrates significant understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>C</td>
<td>Partial completion of the activity and/or demonstrates partial understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>F</td>
<td>Limited or no completion of the activity and/or demonstrates minimal understanding of the task/lesson/activity.</td>
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</tbody>
</table>

2) Reviewing/Analyzing curriculum documents and exploring the KDE website (KyCLS Indicator)
- Candidate will bring to class the following examples from the curriculum he/she is most familiar with which are to be used to exemplify:
  - How and why the curriculum has evolved through history.
  - How that curriculum reflects an educational philosophy and what that curriculum might be like if it fit a different philosophy.
  - How that curriculum is or has been impacted by political considerations.
  - How that curriculum is addressed and/or represented in the KDE website.

3) Collecting curriculum documents to use with protocols to analyze to determine the impact the instruction involving that curriculum on student learning.
Candidate will bring to class the following to share:
- A two to three week unit that they have taught
- Ten examples of student work for each assignment and assessment from the unit. The students should represent the diversity of their classroom (gender, ethnicity, socio-economic status, limited English proficiency, exceptional childhood development, race)
- All curriculum documents from the district/school that relate to this unit (discuss this in class)
- School Based Decision-Making (SBDM) policies on curriculum and instructional practices (discuss in class)
- Standards and Indicators for School Improvement (SISI), Core Content for Assessment, and Program of Studies (discuss in class and use KDE website)
- A copy of the SISI (discuss in class and use KDE website)
- School/District Improvement Plan documents

4) **Standards in Practice (SIP) Protocol (KyCLS Indicators)**
Candidate will work in groups of 3-5 (each has at least one elementary, middle school and high school representative) to review and analyze their student work. Candidate will complete the protocol document for students’ work which will be assessed.

5) **Tuning Protocol (KyCLS Indicators)**
Candidate will work in groups of 3-5 (each has at least one elementary, middle school and high school representative) to review and analyze their student work. Candidate will complete the protocol document for their students’ work which will be assessed.

6) **Collaborative Assessment of Student Learning (CASL) Protocol (KyCLS Indicators)**
Each candidate will pull all work for one student who represents an NCLB subgroup and one student who does not represent an NCLB subgroup. Candidate will work in groups of 3-5 (each has at least one elementary, middle school and high school representative) to review and analyze their student work. Candidate will complete the protocol document for their two students’ work which will be assessed.

7) **Self-Reflection (KyCLS Indicators)**
Each candidate will use the results of the Tuning, SIP, CASL or similar protocol. They will write a self reflection, assessed with a rubric, that addresses the following:
- Did the students learn what you wanted them to learn?
- What evidence do you have or how do you know the students learned what you wanted them to learn?
- What do you do for the students who did not learn?
- What evidence do you have that unit was or was not aligned to the appropriate documents?
- What evidence do you have that the student work reflected the intended standards and outcomes?
- If you were the principal and could see what you now understand about this instruction, what would you have the teacher do to improve the instruction? Why?

8) **Intervention Plan (KyCLS Indicators)**
Each candidate will use an “analyzing- student- work protocol” to identify a student for whom the assessment results indicate a lack of progress in learning. The candidate will research best practices to identify effective and diverse strategies and design a four week intervention plan for that student.

Each candidate will share that plan with their group and modify based upon their feedback. Each candidate will implement the revised plan.

Each candidate will analyze the implementation plan, utilizing pyramids of interventions ([http://www.education.ky.gov/KDE/Instructional+Resources/Kentucky+System+of+Intervention/Overview/](http://www.education.ky.gov/KDE/Instructional+Resources/Kentucky+System+of+Intervention/Overview/)) and address the following:
Module 3: Providing Excellence in Curriculum for All

9) The Professional Growth Plan (KyCLS Indicators)

Candidate will discuss the purposes of a Professional Growth Plan (PGP). Candidate will work in groups of 3-5 to assess and improve a PGP for two of the candidates’ analyses from the Self-Reflection exercise. Candidate will then collaboratively write an Individual Professional Growth Plan based on the PD standards developed by KDE as given below for another member of the class. The PGP will be scored using a rubric developed by each candidate.

**Standard 1: Professional Development** is aligned with:
- local school and district goals and priorities as reflected in the school or district improvement plan or individual professional growth plans;
- Kentucky’s Standards and Indicators for School Improvement; and
- Kentucky New or Experienced Teacher Standards or Interstate School Leaders Licensure Consortium Standards, or other professional/job standards.

**Standard 2: Professional Development** is a continuous process of learning through consciously constructed relevant job-embedded experiences so that professional development experiences and professional learning are integrated in the day-to-day work of teachers, administrators, and others to support improved practices, effectiveness and the application of skills, processes, and content. (e.g., action research, study groups, online learning, collegial professional learning networks, peer collaboration, peer coaching, mentoring, formal and informal peer observations, coaching, instructional demonstrations, collegial feedback, personal reflection, team planning, collaborative problem solving, analysis of student work, self-directed learning).
- PD is sustained, intensive, classroom-focused and is on in order to have a positive and lasting impact on classroom instruction, the teacher’s performance in the classroom, and increased student performance; and
- PD is not one-day or short-term workshops or conferences unless they are a component of an intentionally designed comprehensive professional development plan based on teacher needs and student needs.

**Standard 3: Professional Development** focuses on the knowledge and skills teachers, principals, administrators, and other school and district staff are to know and to do in support of student learning and students’ well being. Professional development is based on what students need to know and be able to do in order to meet Kentucky’s challenging content standards and student performance standards. Student content, performance and opportunity to learn standards are the core of professional development.
- National standards (e.g., content, leadership, teacher, safety, transportation, nutrition, health)
- Kentucky Learning Goals
- Academic Expectations
- Program of Studies
- Core Content for Assessment
- Performance Standards/Student Performance Level Descriptions (PLD)
- Kentucky Early Childhood Standards
- Technology Standards
- Character Education
- District/school aligned curriculum

**Standard 4: Professional Development** actively engages teachers, principals, administrators, and others in learning experiences that advance their understanding and application of research based instructional...
practices and skills that reduce barriers to learning, close achievement gaps, and improve student performance (e.g., inquiry-based learning, investigation, work backwards, act out the problem, make a drawing or diagram, employ guess and check, make a model, jigsaw, self monitoring strategy, simulations, formulating a model, invention, questioning, wait time, restate in own words, break into smaller steps, goal setting, experimentation, debate, reciprocal teaching, writing process, story maps, structured note taking, think aloud, round robin, pairs check, inside-outside circle, manipulatives, data collection tools, time lines, picture clues, sequence chains, compare/contrast matrix, concept mapping, Venn diagrams, advanced organizers, checklists, community based instruction, bus safety, and safe physical management).

Standard 5: Professional Development prepares teachers, administrators, school council members and others in the school community as instructional leaders and collaborative partners in improving student performance (e.g., instructional leadership, organizational direction, collaborative decision making, analysis and use of data, planning, community partnerships, and creating a learning culture).

Standard 6: Professional Development is data and results driven focused on increasing teachers, administrators, and others’ effectiveness in improving student performance and is continuously evaluated to improve the quality and impact of professional development.

Standard 7: Professional Development fosters an effective ongoing learning community that supports a culture and climate conducive to performance excellence.

Standard 8: Professional Development is culturally responsive and facilitates removing barriers to learning in an effort to meet each student’s needs (e.g., intellectual, social, career, cultural, and developmental).

Standard 9: Professional Development is planned collaboratively (e.g., teachers and principals) and organized to maximize the collaborative use of all available resources to support high student and staff performance (e.g., planning, time, release time, staff, technology, funding sources).

Standard 10: Professional Development fosters a comprehensive, long-range change process that communicates clear purpose, direction, and strategies to support teaching and learning.

Standard 11: Professional development is grounded in the critical attributes of adult pedagogy (e.g., connections to work, reflective practice, guided practice, feedback, multiple intelligences, learning styles, choice, time for processing and integrating information, implementation in job setting, analysis and follow-up of results, brain research, peer interaction, peer review, peer observations, mentoring, personal and active inquiry, investigations, self-reflection, and collegial networks).

10) Implementing a Curriculum Process (KyCLS Indicators )
Candidate will design the process by which a protocol, review and/or self-study can be implemented in appropriate settings through a study of administrative guidelines for implementing a curricular/learning intervention. The design will be peer reviewed and modified with instructor guidance.

11) Practicing and Participating in the Curriculum (KyCLS Indicators )
Candidate will learn about the following. The candidate will then choose one as a project or propose another project which will provide an opportunity to put into practice what has been learned:
- Lead the protocol process in the candidate’s school
- Participate in Scholastic Review
- Participate in a guided school self study
- Component manager for school improvement plan
Candidate will then create an entry that provides evidence of learning.

12) Signature/Anchor Assessment: This assignment meets Kentucky Teacher Standard 1; ISLLC Standards 2, 3, 4; Dimension 1 of the Leadership Continuum, and (KyCLS Indicators ).
Task:
On June 29 the SBDM Council at the school where you have been teaching recommended that the Superintendent hire you as the “new” principal. At your orientation meeting on July 3 the
Superintendent shares his/her expectations for you for the coming year. One expectation is that you collaboratively lead your Council, faculty, and staff to improve student learning. You have the knowledge and skills required to do this. The task is to apply them to your school to do the following:

or

On June 29 the SBDM Council at a school recommended that the Superintendent hire you as the “new” principal. At your orientation meeting on July 3 the Superintendent shares his/her expectations for you for the coming year. One expectation is that you collaboratively lead your Council, faculty, and staff to improve student learning. You have the knowledge and skills required to do this. The task is to apply them to a school whose principal invites your participation to do the following:

1. Identify, locate, and analyze relevant data and the school processes and practices to identify learning and achievement gaps. Remember to consider all sources reflecting and impacting student achievement.

2. Organize, analyze and summarize the findings to:
   - Prepare a school profile (your findings from the data related to teaching and learning) that would be shared with the SBDM Council, teachers, staff, and parents.
   - Articulate the relevance of the data to curriculum and instruction.

3. Present to the SBDM Council, teachers, staff, parents, and/or another stakeholder group the school profile and recommendations for curricular and instructional changes. The presentation must be attended by your university supervisor or taped for viewing by the university supervisor at a later date. The presentation must address the following:
   - The school profile.
   - The identification and prioritization of the recommendations.
   - Support for the recommendations based upon the profile and research.

4. Upon completion of the presentation prepare a reflection that addresses the following:
   - What worked,
   - What did not work,
   - What would you do differently next time, and
   - What did you learn from the feedback provided by the participants?

Evidence
- Identification of data sources (demographics, student achievement, process, perception)
- School profile consisting of a summary of the data analysis
- Presentation that includes conclusion(s) from the data analysis
- Reflections
## Rubric:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Satisfactorily Meets Standard (76%-100%)</th>
<th>Unsatisfactorily Meets Standard (0 – 75%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process Identification</td>
<td>Identifies how the school uses the processes of aligning, auditing, monitoring, and evaluating curriculum and includes the results in the school profile.</td>
<td>Partially identifies processes used.</td>
</tr>
<tr>
<td>Recommendations for Change based on protocols</td>
<td>Makes specific recommendations for curricular changes supported by the results and appropriate protocols.</td>
<td>Makes limited or no recommendations based upon the results and/or appropriate protocols.</td>
</tr>
<tr>
<td>Availability of and Alignment to Documents</td>
<td>Describes the availability and use of curriculum maps and pacing guides at the school as well as the alignment of these school documents to the Program of Studies, performance standards, and core content.</td>
<td>Provides limited or no description of curriculum maps and pacing guides and their alignment to the Program of Studies, performance standards, and core content.</td>
</tr>
<tr>
<td>Recommendations for Change Based on Results of Alignment</td>
<td>Makes recommendations for curricular changes supported by the results.</td>
<td>Makes limited or no recommendations supported by the results.</td>
</tr>
<tr>
<td>Diversity Issues</td>
<td>Describes diversity issues relevant to the school’s curriculum.</td>
<td>Describes limited or no diversity issues relevant to the school’s curriculum.</td>
</tr>
<tr>
<td>Recommendations for Change Based on “Best Practices”</td>
<td>Makes specific recommendations for curricular changes based upon research based “best practices” in cultural proficiency.</td>
<td>Uses limited or no research based “best practices” in cultural proficiency to make recommendations for curricular changes.</td>
</tr>
<tr>
<td>Specific Interventions</td>
<td>Describes the use of specific interventions to address skills deficits and learning needs of students.</td>
<td>Describes limited or no interventions to address skills deficits and learning needs of students.</td>
</tr>
<tr>
<td>Recommendations for Change Based on Interventions</td>
<td>Makes specific recommendations for instructional changes supported by the results and best practices in learning interventions.</td>
<td>Makes limited or no recommendations supported by the results or best practices.</td>
</tr>
<tr>
<td>Multiple Learning Opportunities</td>
<td>Describes teachers’ practices related to providing multiple learning opportunities based upon formal and informal assessments.</td>
<td>Describes limited or no practices related to multiple learning opportunities and assessments.</td>
</tr>
<tr>
<td>Recommendations for Change Based on Assessments of Multiple Learning Opportunities</td>
<td>Makes specific recommendations for instructional changes supported by the results and research based best practices.</td>
<td>Makes limited or no recommendations for changes supported by the results and best practices.</td>
</tr>
<tr>
<td>Teacher Practices in School Profile</td>
<td>Describes teachers’ practices related to the use of varied research-based instructional strategies and includes the results in the school profile.</td>
<td>Describes limited or no practices related to research-based instructional strategies.</td>
</tr>
<tr>
<td>Recommendations for Change Based on Teacher Practices and School Profile</td>
<td>Makes recommendations for instructional changes supported by the results and best practices.</td>
<td>Makes limited or no recommendations for changes supported by the results and best practices.</td>
</tr>
<tr>
<td>Teacher Use of Technology</td>
<td>Describes teachers’ appropriate use of technology in instructional settings and includes the results in the school profile.</td>
<td>Describes limited or no practices related to use of technology.</td>
</tr>
<tr>
<td>Measure</td>
<td>Satisfactorily Meets Standard</td>
<td>Unsatisfactorily Meets Standard</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Recommendations for Change Based on Teacher</td>
<td>Makes recommendations for</td>
<td>Recommendations for changes are</td>
</tr>
<tr>
<td>Use of Technology</td>
<td>instructional changes supported by the results and best practices.</td>
<td>not supported by the results and best practices.</td>
</tr>
</tbody>
</table>

The following reflect Field Experience Requirements during this course:

- Collection and analysis of student work from candidates’ classrooms (Assignments 2, 3, 4, 5, 6)
- Candidates’ use of their teaching units (Assignments 3, 4, 5, 6)
- Candidates’ use of curriculum documents from their districts/schools (Assignments 2, 3, 4, 5, 6)
- Candidates’ participation in an event outside the classroom in the field (Assignments 7, 9)

Candidates will complete at least 15 field experience hours within this course observing, implementing and participating with the school principal, the school community, and the school system. For completion of your field experience, candidates will complete a signed time-sheet documenting hours as well as a brief written summary of what was experienced. Experiences will be scored using the Field Experience Rubric. A passing grade cannot be earned without completion of Field Experience hours.

Class Attendance, Plagiarism and Grade Appeal Process: Refer to the University of the Cumberlands’ policies in the University Catalog and Student Handbook.

Academic Accommodations: “Students who may have a disability meriting an academic accommodation should contact the Academic Affairs Office in GATL 114 to ensure their needs are properly evaluated and that documentation is on file. Any accommodations for disabilities must be re-certified each semester by the Academic Affairs Office and the Special Accommodations Committee before course adjustments are made by individual instructors.” (UC catalog.)

Course Guidelines and Behavioral Expectations:

- Study after study has linked successful academic performance with good class participation. Those who assume positions of responsibility (that is, who become leaders) must “show up” in order to be effective. Therefore, students are expected to actively participate in class discussions by sharing ideas and experiences and by responding to questions from the instructor. Furthermore, only the student can make contributions to the class and all students suffer when viewpoints of colleagues are missed in discussions.
- Student’s Responsibility: Students are responsible for obtaining assignments for each class and keeping track of any changes throughout the course. If the student is unsure about any assignment or assistance is needed, the instructor should be the first contact.
- Late Work: Assignments, including postings on discussion threads, are to be completed on time according to the timeline posted by the instructor. It is important to keep up and complete work on time. Late assignments will NOT receive full credit.
Plan of Evaluation:
To receive full credit, work must be submitted by the assigned date. There is a reduction of 10% of the total credit for each day it is late. There are no make-up exams without prior consent of the instructor. Graded work will receive a numeric score reflecting the quality of performance. Relative weights assigned to graded work are as follows:

<table>
<thead>
<tr>
<th>Course Requirement Summary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>8 points</td>
</tr>
<tr>
<td>Standards in Practice (SIP) Protocol</td>
<td>8</td>
</tr>
<tr>
<td>Tuning Protocol</td>
<td>8</td>
</tr>
<tr>
<td>Collaborative Assessment of Student Learning (CASL) Protocol</td>
<td>8</td>
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<tr>
<td>Self-Reflection</td>
<td>6</td>
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<tr>
<td>Intervention Plan</td>
<td>10</td>
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<tr>
<td>Professional Growth Plan</td>
<td>10</td>
</tr>
<tr>
<td>Implementing a Curriculum Process</td>
<td>10</td>
</tr>
<tr>
<td>Showing Evidence of Learning</td>
<td>10</td>
</tr>
<tr>
<td>Anchor Assessment:</td>
<td>12</td>
</tr>
<tr>
<td>Field Experience</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
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</tbody>
</table>

Grading Scale:
Graded work will receive a numeric score reflecting the quality of performance as given above in evaluation methods. Your overall course grade will be determined according to the following scale:

\[
\text{Grading} \\
A = 90\% - 100\% \\
B = 80\% - 89\% \\
C = 70\% - 79\% \\
F \leq \text{Below 70}\% 
\]

Writing Expectations: Learning outcomes for candidates’ writing competencies include clarity of thought, discernment in planning and organization, and integration of evidence and criteria.
- Written assignments must be typed, double-spaced, with one-inch margins and 11 or 12-point font.
- The instructor expects that students will have knowledge of appropriate forms of documentation and use it where appropriate. Use the APA format and style of notation to credit all sources that are not your own.
- There is a craft to writing. Spelling, grammar, punctuation and diction (word usage) are all tools of that craft. Writing at the collegiate level will show careful attention to these elements of craft. Work that does not exhibit care with regard to these elements will be considered as inadequate for college writing and graded accordingly.

Technology Outcomes:
Students in the School of Education are expected to have a home computer or laptop, Internet access, and basic office software (Microsoft Word, PowerPoint, and Excel). In addition, students are expected to have basic competencies in the following areas.
1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help students search for various types of information via the internet
5. Be able to subscribe, participate in, and sign off education related list serves.
6. Be able to access and use education related CD-ROM and online data bases.
7. Be knowledgeable of the legal and ethical codes which relate to education and technology.
8. Be able to use the Internet for finding and using continuing education opportunities.
9. Be able to evaluate the quality of Internet information.

**CURRENT, UPDATED BIBLIOGRAPHY**


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**Tentative Course Calendar:**

<table>
<thead>
<tr>
<th>Class Schedule</th>
<th>Topic</th>
<th>Preparation for the Session</th>
</tr>
</thead>
</table>
| **Week 1: Online Chat** | • Course Introduction – The Evolution of the Principal’s Role in Curriculum Leadership  
• Overview of Assignments and Activities. | • Text Readings Ch. 1, 3  
• Discussion Posts in Angel |
| **Week 2: Online Chat** | • Historical, Philosophical, and Political Underpinnings of Curriculum. | • Text Readings Ch. 2, 5  
• Discussion Posts in Angel |
| Week 3: Online Chat | • Reviewing/Analyzing curriculum documents and exploring the KDE website. | • Text Readings Ch. 4  
• Discussion Posts in Angel  
• Bring materials for Learning Task 2 |
| Week 4: Saturday Seminar | • Analyze Student Work – SIP Protocol  
Tuning Protocol  
CASL Protocol  
Self-Reflection | • Discussion Posts in Angel  
• Learning Task 3 Completed |
| Week 5: Online Chat | • Analyze Student Work –  
• Intervention Plan introduced | • Discussion Posts in Angel  
• Learning Task 8 Completed |
| Week 6: Online Chat | • Working with Teachers to Provide Excellence in Curriculum for all.  
• PGP | • Text Readings Ch. 6, 7  
• Discussion Posts in Angel  
• Bring materials to use in completing Learning Task 9. |
| Week 7: Saturday Seminar | • Working with Teachers to Provide Excellence in Curriculum for all.  
• School/Classroom Processes that Impact Curriculum. | • Text Readings Ch. 8, 9  
• Discussion Posts in Angel |
| Week 8: Online Chat | • Implementing a Curriculum Process | • Text Readings Ch.10, 11  
• Discussion Posts in Angel  
• Learning Task 10 |
| Week 9: Online Chat | • Practicing and Participating in the Curriculum | • Text Readings Ch. 12, 13  
• Discussion Posts in Angel  
• Learning Task 11 |
| Week 10: Online Chat | • Assessment of Intervention Plan Results. | • Text Readings Ch. 14, 15  
• Discussion Posts in Angel  
• Bring results of Intervention Plan |
| Week 11: Online Chat | • Identify, Locate, and Analyze Relevant Data and School Processes and Practices to Identify Learning Gaps. Part I | • Text Readings Ch. 16  
• Discussion Posts in Angel  
• Bring data and information to begin Learning Task 12 (Signature Assessment) |
| Week 12: Online Chat | • Identify, Locate, and Analyze Relevant Data and School Processes and Practices to Identify Learning Gaps. Part II | • Discussion Posts in Angel  
• Bring Learning Task 12 partially completed |
| Week 13: Online Chat | • Organize, Analyze, and Summarize Findings. Part I | • Discussion Posts in Angel  
• Bring Learning Task 12 partially completed |
| Week 14: Online Chat | • Organize, Analyze, and Summarize Findings. Part II | • Discussion Posts in Angel  
• Bring Learning Task 12 partially completed |
| Week 15: Saturday Seminar | • Presentation of Anchor Assessments | • Discussion Posts in Angel  
• Learning Task 12 |
### Completed

| Week 16: Online Chat | • Reflections on Anchor Assessments | • Discussion Posts in Angel |
ADMOL 672: The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance (6 hours)
Course Syllabus – Term
Day, Time

Matrix Connecting ISLLC Standards to ADMOL 672, The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance.

<table>
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<th>I</th>
<th>II</th>
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</table>

A school administrator is an educational leader who promotes the success of all students by becoming a:

I. **Visionary Leader** – facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

II. **Curricular Leader** – advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

III. **Managerial Leader** – ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

IV. **Cultural Leader** – collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources.

V. **Ethical Leader** – acting with integrity, fairness, and in an ethical manner.

VI. **Political Leader** – understanding, responding to, and influencing the larger political, social, legal, and cultural context.

Matrix Connecting TSSA Standards to ADMOL 672, The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance.

<table>
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<tr>
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<th>I</th>
<th>II</th>
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<th>IV</th>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

1. **Leadership and Vision**
2. **Learning and Teaching**
3. **Productivity and Professional Practice**
4. **Support, Management, and Operations**
5. **Assessment and Evaluation**
6. **Social, Legal, and Ethical Issues**

Matrix Connecting KyCLS Dimensions to ADMOL 672, The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
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<th>VI</th>
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</table>

Dimension 1. Leading Teaching and Learning
Dimension 2. Assessing the Instructional Program and Monitoring Student Performance
Dimension 3. Securing and Developing Staff
Dimension 4. Building Culture and Community
Dimension 5. Creating Organizational Structures and Operations
Dimension 6. Leveraging Community Systems and Resources

ADMOL 672
The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance

Professor: Debbie Daniels  E-Mail: debbie.daniels@ucumberlands.edu
Phone: 606-539-4518

UNIT’S CONCEPTUAL FRAMEWORK
The Department of Education at University of the Cumberlands has adopted the theme “Reflective Constructors of Quality Learning Experiences through Critical Thinking” to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on Christian values, respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Strategic, Evaluative and/or Communicative knowledge base.

Course Alignment with the Conceptual Framework
This course is aligned with the Universities’ Conceptual Framework through the emphasis placed in the course on Critical Thinking and Quality Learning Experiences. This course focuses on Assessment along with data driven decision-making, monitoring student learning and ensuring accountability. This course will provide the candidate information, materials and attributes of successful schools in order to allow the candidate to be to follow through with appropriate strategic planning.

Required Texts:
KY Program of Studies
KY Combined Core Content for Assessment
KY Standards and Indicators for School Improvement
Kentucky Expanded School Report Card
Tuning Protocol (Allen, 1995; Allen & Blythe, 2004)
LCS Principles Handbook (Mike Rutherford)
Characteristics of Highly Effective Teaching and Learning (Kentucky Department of Education)
What Works in Schools (Robert Marzano)

Suggested Texts:
ZEPEDA, SALLY, INSTRUCTIONAL LEADERSHIP FOR SCHOOL IMPROVEMENT , EYE ON EDUCATION, ISBN 1-903-556-72-1

Prerequisites: ADMOL 650 Introduction to School Leaders ,ADMOL 671 The School Principal’s Role in Curriculum Leadership , ADMOL 676 Human Resource Management and Supervision , ADMOL
661 *The School Principal’s Role in Improving School Climate and Culture*, ADMOL 662 *School and Community Relations*, and ADMOL 675 *The School Principal’s Role in Creating Organizational Structures and Operations*

**Course Description:** This culminating course in the principal preparation program is designed to aid the principal candidate in predicting, understanding, and controlling the fundamental principles of learning and assessment as they apply to the role of the principal. Relevant readings, analysis of sample assessment processes, and use of protocols will provide principals an understanding of those assessment strategies needed to evaluate the instructional program, support teacher effectiveness, and monitor students performance, thus, improve student learning. This course includes: Course Introduction: From the Classroom to the Nation’s Capitol: Aligning and Assessing the Impact of the CIA (Curriculum, Instruction and Assessment), Module 1: Using Unit of Study/ Lesson Plan Monitoring to Improve Student Achievement, Module 3: Legal Aspects and Budgetary Issues Associated with Assessing the Instructional Program and Monitoring Student Performance, and Module 4: Signature Assessment: Capstone Conferencing. (3 hours)

**Purpose of the Course and Pedagogical Features:** This course focuses on issues related to human development theory, proven learning strategies, modern technologies, barriers to learning, and concern for diversity are studied for their impact on effective teaching and learning. The development of lifelong learning is emphasized. Emphasis is placed on providing the candidate current pedagogical knowledge about the School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance. This course consists of a combination of lectures, readings, work groups, in-class study analyses, video viewing, guest speakers, written assignments and discussions of class topics, journal/reflection entries, and field and clinical experiences.

**Alignment of Course Objectives, Tasks and Outcomes as related to Standards:**

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>ISLLC Standards</th>
<th>TSSA Standards</th>
<th>Learning Tasks/ Program Outcomes Associated With the Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the connection between national, state, district, school and classroom assessments and their impact on curriculum and instruction.</td>
<td>2, 3, 4, 5, 6;</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Professional Development Plan Signature Assessment</td>
</tr>
<tr>
<td>Understands how to use the results of multiple assessments to provide meaningful feedback on learning.</td>
<td>2, 3, 4, 5, 6;</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Unit of Study Using Data Professional Development Plan Signature Assessment</td>
</tr>
<tr>
<td>Understands, analyzes and applies school data to: Identify learning and achievement gaps; Determine system, instructional, and student needs; Develop a monitoring and improvement process for curriculum, instruction, evaluation, and professional development.</td>
<td>2, 3, 4, 5, 6;</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Unit of Study Classroom Observations Using Data Professional Development Plan</td>
</tr>
</tbody>
</table>
| Knows a variety of protocols to promote teacher collaboration in analyzing student work. | 2, 3, 4, 5, 6; 1, 2, 3, 4, 5, 6 | Unit of Study  
Professional Development Plan  
Signature Assessment |
| Understands how to use data to prioritize decisions and drive change. | 2, 3, 4, 5, 6; 1, 2, 3, 4, 5, 6 | Analysis of Unit of Study  
Classroom Observations  
Using Data  
Professional Development Plan  
Signature Assessment |
| Understands how to use assessment data to determine and address curricular gaps. | 2, 3, 4, 5, 6; 1, 2, 3, 4, 5, 6 | Analysis of Unit of Study  
Classroom Observations  
Using Data  
Professional Development Plan  
Signature Assessment |
| Understands the importance of monitoring classroom assessments to inform instructional practice. | 2, 3, 4, 5, 6; 1, 2, 3, 4, 5, 6 | Analysis of Unit of Study  
Classroom Observations  
Using Data  
Professional Development Plan  
Removing Barriers Project  
Signature Assessment |
| Understands how to conduct and interpret research to improve student performance. | 2, 3, 4, 5, 6; 1, 2, 3, 4, 5, 6 | Analysis of Unit of Study  
Classroom Observations  
Professional Development Plan  
Removing Barriers Project  
Signature Assessment |
| Understands how to be a good consumer of research. | 2, 3, 4, 5, 6; 1, 2, 3, 4, 5, 6 | Removing Barriers Project  
Signature Assessment |
| Understands the need to identify and remove barriers to student learning. | 2, 3, 4, 5, 6; 1, 2, 3, 4, 5, 6 | Removing Barriers Project  
Signature Assessment |
| Discuss the need for authentic educational assessment in the light of current expectations of schools. | 2, 3, 4, 5, 6; 1, 2, 3, 4, 5, 6 | Unit of Study  
Removing Barriers Project  
Signature Assessment |

**Learning Tasks /Program Outcomes:**

Highly effective principals are not distracted by what some think should be done or by what others believe can’t be done. Their eyes are fixed on the finish line.  
- Elaine K. McEwan (*Ten Traits of Highly Effective Principals*)
1) Participation

Class interactions will be large contributors to learning in this class. Therefore, students are expected to engage in intelligent discussion of the assigned topic in all areas (Discussion Board Activities, Chats, Forums, Shared Papers, Face-to-Face Discussions and Presentations, etc.). Point adjustments will be taken for non-participation.

Candidates will complete several activities as part of participation designed to help process course information or to demonstrate understanding of materials. These will correspond to the course topics and will involve practicing or utilizing new course concepts. Activities will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Active and meaningful completion of the activity and/or demonstrates complete understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>B</td>
<td>Significant completion of the activity and/or demonstrates significant understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>C</td>
<td>Partial completion of the activity and/or demonstrates partial understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>D</td>
<td>Limited completion of the activity and/or demonstrates minimal understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>F</td>
<td>No completion and/or no attempt to understand the task/lesson/activity.</td>
</tr>
</tbody>
</table>

To develop collaborative leadership skills and holistic understanding of the P-12 principalship, candidates will work in three-member groups (each with collective experiences in an elementary school, a middle school, and a high school) on all projects and activities within this course. Sharing of work with candidate peers and principals is intended to develop reflective skills and ability to respond appropriately to publicly presented questions and concerns.

Course Introduction: *From the Classroom to the Nation’s Capitol: Aligning and Assessing the Impact of the CIA (Curriculum, Instruction and Assessment)*

Objective:
- Understands the connection between national, state, district, school and classroom assessments and their impact on curriculum and instruction.
- Understands how to use assessment data to determine and address curricular gaps

Pre-assessment: Instructor assesses candidate’s understanding of Kentucky’s various curriculum and instruction documents to determine areas of assistance needed to complete fieldwork.
- Collect copies of all required documents (hard copy or electronically)
- Review the Common Core Standards and compare to candidate’s current school curriculum
- Discuss the current Elementary and Secondary Education Act (ESEA) and proposed changes including Title I and NCLB
- Jigsaw the Standards and Indicators for School Improvement Standards 2 and the KDE Program Reviews
- Activity: Conduct a scavenger hunt of KDE’s Reflective Practices Guide
- Update and Sharing of current state assessment systems and implementation plan
- Interpret state individual student, school and district assessment reports
- Interpret No Child Left Behind assessment report
- Setting goals for schools based on local, state and national standards based on the reports (SMART Goals)

**Module 1: Using Unit of Study/ Lesson Plan Monitoring to Improve Student Achievement**

**Objectives:**
- Knows a variety of protocols to promote teacher collaboration in analyzing student work.
- Discuss the need for authentic educational assessment in the light of current expectations of schools.

a) **Analysis of Unit of Study/Lesson Plan** - (Field experience of 3 hours: 1 hour in reviewing units of study/lesson plans, 2 hours reviewing/analyzing student work and discussing/collaborating with team members)

Candidates will work in three-member groups – one from elementary, one from middle and one from secondary – to:

- Ask colleagues (a regular classroom teacher and a special needs teacher in the same grade and subject area) to share a unit of study/lesson plans they are currently teaching that includes formative and summative assessments. The team will collect one set from each grade level.
- Evaluate the units of study/lesson plans based on the KY Common Core Standards (CCS, Program of Studies, district benchmarks, and Deconstructed Standards using the KDE SBUS Model/Template and the WIDE World Teaching for Understanding Model/Template.
- Analyze student work using appropriate assessment tools
- Identify specific student-learning needs and appropriate interventions
- Use the Standards in Practice Protocol to assess the quality measures of the units of study/lesson plans and receive feedback from the cohort.
- Compare lesson plans of share units of study /lesson plans to the Teaching for Understanding format and KDE model.

b) **Classroom Observations** (Field experience of 3 hours: 3 hour in conducting classroom observations and debriefing with team members)

**Objectives:**
- Understands the importance of monitoring classroom assessments to inform instructional practice.
- Understands how to conduct and interpret research to improve student performance.
Module 2: Using Data to Inform Professional Growth, Improve Student Achievement and Lead Change

Objectives:
- Develop a monitoring and improvement process for curriculum, instruction, evaluation, and professional development.
- Understands how to use data to prioritize decisions and drive change.
- Understands how to use the results of multiple assessments to provide meaningful feedback on learning.

c) Professional Development: Giving Feedback to Teachers and Coaching for Success

(5 hours) conduct 3 classroom observations; identify coaching protocol for each, conduct a minimum of two coaching sessions out of the three observations.

Candidates will work in three-member groups to:
- Review multiple sources of data: IPA Reports, state assessment reports, school assessments such as, MAP, GRADE, and district wide learning assessments, TELL survey, teacher professional development logs, school improvement plan impact checks, etc.
- Study Marzano’s What Works in Schools surveys and conduct the ones that would be most helpful in making informed decisions. (Some schools may already have this or similar data that you can use)
- Review and analyze cognitive and non-cognitive data (e.g., CATS and NCLB tests, parent conferences, attendance, referral and suspension rates) of school(s) where survey was administered.
• Use survey and document findings to identify faculty professional growth needs and student intervention needs.
• Conduct three classroom observations and determine the coaching protocol to use with the teacher from each observation.
• Disaggregate the data from the three observations and find commonalities and individual needs for professional development.
• Videotape coaching feedback sessions with teachers.
Candidate teams will share one taped coaching session, the observation data points and reflection of the teacher, as well as their own reflection on the coaching session.

d) **Principal’s Role in Removing Barriers to Learning** (Field experience of 4 hours: Analyzing data, conduct the Leading Change tool on Reducing Barriers to Change.)

**Objectives:**
- Understands, analyzes and applies school data to: Identify learning and achievement gaps; Determine system, instructional, and student needs.
- Understands the need to identify and remove barriers to student learning.
- Understands how to be a good consumer of research.
- Understands how to conduct and interpret research to improve student performance.

Candidate will work in three-member teams to:
• Conduct review of research literature about barriers to student learning in literacy and mathematics.
• Select a barrier from the data collected. Match to the indicators from *Characteristics of Highly Effective Teaching and Learning* in literacy and math; classroom observations, student interviews, and analysis of identified student work in either literacy or math.
• Identify core principles for removing barriers to student learning, including the use of universal screeners, establishing systems of intervention within a school, student grouping (especially in light of the gap-to-goal portion of Kentucky’s proposed new accountability system), and standards-based assessment.
• Complete the Leading Change Reducing Barriers to Learning tool
• Synthesize all of the information/data gathered and identify next steps and interventions.

Working with a P-12 colleague, each candidate the results and strategies for removing barriers to student learning. Candidate will share with classroom teacher and report out teacher and candidate reflection and if the plan is being implemented, any progress to date and in retrospect would there be anything that you would have changed or done differently.

(e) **Strategies for turning around low-performing schools** (Field experience of 5 hours: 1 hour in interviewing a low-performing principal, 2 hours observing and completing classroom observation forms in low-performing schools, 2 hours reviewing/analyzing student work and discussing/collaborating with team members)
• Team members will visit a low-performing school and interview the principal inquiring what strategies they used or are using to turn the school around. (One from each grade level)
• Team will compare notes and submit a PowerPoint on their findings and conclusion on the strategies and intended or actual results.
• Candidates will visit the Data Works Clearinghouse and read/review the sections on Turning Around Low Performing Schools to inform their reflections on the challenge of turning around low-performing schools and how they differ from the challenges and barriers to learning in progressing and high achieving schools.

Module 3: Legal Aspects and Budgetary Issues Associated with Assessing the Instructional Program and Monitoring Student Performance

Objectives:
- Understands how to use data to prioritize decisions and drive change.
- Understands how to conduct and interpret research to improve student performance.
- Understands how to be a good consumer of research.
- Understands the need to identify and remove barriers to student learning.
- Understands, analyzes and applies school data to: Identify learning and achievement gaps; Determine system, instructional, and student needs.
- Understands how to use data to prioritize decisions and drive change.

Candidates will work in three-member teams. Each team will develop a KWL Chart filling in the K and W sections of the chart inserting what they know (K) and what they want to know (W) about each of the following legal and budgetary topics.

- Role of the School Council in identifying curriculum gaps, instructional and assessment modifications; support and assistance to ensure sustainability; clear process for ongoing analysis of assessment data; commitment of time to study effective and varied instructional practices to inform their policy (KRS 160.345)
- Principal responsibilities for implementing school council minutes and agendas
- Alignment of authentic assessments with Kentucky’s core content/standards
- Accountability of school/district leadership in implementing a process for ongoing monitoring and assistance for the ethical administration and implementation of policies and operational procedures of the state’s assessment and accountability system
- Responsibility to English Language Learners
- Requirements for age and developmentally appropriate assessments
- School policy and practice that requires teachers and other staff members to engage in regular meaningful two-way communication with families about student progress and sharing disaggregated data results.
- School council responsibility for selection of texts and instructional materials.
• Leadership responsibility to monitor instruction to determine its effectiveness for diverse learners and modify as necessary standards-based culturally responsive courses and content.
• School council, principal and teacher responsibility for researching the effectiveness of various technology systems and selection of those with the greatest potential of enhancing student achievement.
• District/School council’s responsibility for supporting academic freedom
• District/School Council policies on Censorship
• School council development of homework policies and procedures as a systematic process to enhance student learning.
• School council responsibility to review policy
• District/school upholding of students’ rights (FERPA), security of student records and test scores, support for parental rights; and reasonableness in implementation of all policies, policies and processes
• Policies addressing Defamation, libel, and Slander
• Federal law and NCLB
• Guidelines for Assessment: Ethics of Administration
• Administration of Special Education Services: Meeting individual instructional needs
• Disciplining Students with Disabilities: Manifestation Determination
• Strategies for meeting individual needs of all students
• School leadership responsibilities for securing of resources and reallocation of funds
• Allocation of resources to encourage high student and staff performance.
• School council responsibility for adopting a clearly defined budget policy and procedures to allocate funds to meet the identified needs of students. SBDM responsibility for developing a budget.
• Using data to inform budgets
• Responsibility to expend categorical funds, monitor and analyze frequently.
• Resources are used to support teacher collaboration and team planning and to meet student needs
• Requirement to equitably allocate funds and Title IX Law

Following class discussion and review of the topics, each team will complete the L section of the chart listing new learnings of the team about each topic. The chart will be submitted to the instructor during week

**Module 4: Signature Assessment: Capstone Conferencing**

**Objectives:**

- Understands, analyzes and applies school data to: Identify learning and achievement gaps; Determine system, instructional, and student needs; Develop a monitoring and improvement process for curriculum, instruction, evaluation, and professional development.
- Understands how to conduct and interpret research to improve student performance.
- Understands how to be a good consumer of research.
Each candidate completes a Capstone Project as the culminating activity of the Principal Preparation Program and receives support from all faculty members and P-12 partners during the program. This project will be presented and defended before the capstone project committee which includes a University of Cumberlands Education Administration faculty member, an Arts and Sciences faculty member, P-12 partner, and former program graduate. The program strongly encourages aspiring candidates to present this project and its recommendations to school and district personnel. This module provides conferencing and assistance to the aspiring candidate from the course instructor addressing the impact of ADMOL 672: The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance on the Capstone Project.

**Signature Assessment:** This assignment meets Kentucky Teacher Standard 1, ISLLC Standard 2, and Dimension 2 of the Leadership Continuum, specifically. Assessing the Instructional Program and Monitoring Student Performance is essential to becoming an effective principal. This assignment allows the student to utilize knowledge about assessing the instructional program and monitoring student performance and apply this knowledge to a specific situation.

**Task – School Improvement Project:** (Field experience of 12 hours) The candidate will conduct, lead and evaluate a strategy for school improvement that assesses the instructional program and monitors student performance (e.g., guided self-study or review, Red Flag analysis of Kentucky Performance Report, school improvement plan development, implementation and/or impact checks, continuous assessment data [formative, interim, summative], walkthrough data, achievement gap interventions). The principal at the school where this Anchor Assessment is conducted will guide, coach and facilitate the candidate’s activities.

The candidate will engage in a range of actions (i.e., observing, analyzing, planning, organizing, coordinating, monitoring, leading) as follows:

- The candidate will select a school improvement strategy based on observations, data and collaboration with the principal and local school team. Analysis should provide a rationale for undertaking the school improvement strategy the candidate has selected.
- The candidate will identify and recruit stakeholder groups that will participate in the school improvement strategy and will coordinate and direct the school improvement strategy by leading these stakeholder group(s) to:
  - Collect, synthesize and analyze relevant data to assess the instructional program and monitor student performance
  - Prioritize and report findings using meaningful data displays
  - Identify an action-to increase student achievement based on the findings
  - Develop a plan to implement the action Evaluate the impact of the action.
- The candidate will develop a comprehensive assessment plan to determine a student’s educational needs. The plan will take into account classroom variables, multiple sources of information, beneficial educational outcomes, and research-based interventions.
  - Administer, score, and interpret a teacher-designed measure of academic achievement in reading, language, and math.
Describe any past or current governmental initiatives that either impact educational assessment or define it, and explain the rationale for the initiatives.

Describe the major steps in the assessment process.

Outline the procedure for processing referrals for assessment.

Select and discuss appropriate informal assessment measures to address literacy, numeracy, or social and behavioral aspects of the school curriculum.

Demonstrate by discussion or writing the major components for completing a report to a parent/school.

Discuss how to make educational or behavioral recommendations based on assessment data and effectively communicate the results to teachers and parents.

- The candidate will prepare a final presentation and report of findings and recommendations to be shared with principal and school community.
  - The report will include review of the literature and research of the topic as well as findings and recommendations from evaluation.
  - The report will include the candidate’s reflection about conducting, leading and evaluating this school improvement project. The reflection will show evidence of:
    - Rationale for the selection of the task
    - Interview/questionnaire/survey data
    - Documents that guide task (e.g., data collection instruments, directions from KDE or accreditation agency, KRS, KAR)
    - School documents (e.g., local, state and national assessment data, school report card, demographic data, curriculum, student grades, professional development plan, school improvement plan, implementation and impact checks of the school improvement plan, protocol for analyzing student work and student work, teacher-designed common, formative, interim and summative assessments, lesson plans)
    - Anecdotal record and reflection
    - Meeting notices/agendas/minutes
    - Timeline/ checklist of activities
    - Presentation materials (e.g., PowerPoint slides, handouts)
    - Summary data collection
    - Final study report

Rubric:

Through a collaborative process involving the professor and the district contact, performance evaluation will be based on (a) assessment of observed performance (b) critique of documents presented in assessments and (c) written reflections and self-assessments.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exceeds Standard (93%-100%)</th>
<th>Satisfactorily Meets Standard (76%-92%)</th>
<th>Unsatisfactorily Meets Standard (0 – 75%)</th>
</tr>
</thead>
</table>

University of the Cumberlands Advanced Education Studies: Specialty Certification (Principal Preparation Program) Candidate Handbook, August 2013
<table>
<thead>
<tr>
<th>Measure</th>
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<th>Unsatisfactorily Meets Standard (0 – 75%)</th>
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</thead>
<tbody>
<tr>
<td>Collection, Analyses and Synthesis of Data</td>
<td>• Candidate creatively collects, analyzes and synthesizes school data from a variety of sources to determine system, instructional, and student needs for all students across all diverse cultures.</td>
<td>• Candidate collects, analyzes and synthesizes school data from a variety of sources to determine system, instructional, and student needs.</td>
<td>• Artifacts reflect insufficient data to determine the system, instructional and student needs.</td>
</tr>
<tr>
<td>Use of Data</td>
<td>• Candidate and stakeholders work collaboratively in all aspects to use the data to prioritize decisions and to identify the strategy to be undertaken with evidence showing collaboration and creativity.</td>
<td>• Candidate and stakeholders use the data to prioritize decisions and to identify the strategy to be undertaken.</td>
<td>• Artifacts reflect minimal stakeholder participation and little or no evidence to support decisions made.</td>
</tr>
<tr>
<td>Leadership</td>
<td>• Candidate leads stakeholders in analyzing data, reporting findings, and creating a written action plan based on the data with evidence of strong leadership skills.</td>
<td>• Candidate leads stakeholders in analyzing data, reporting findings, and creating a written action plan based on the data.</td>
<td>• Artifacts indicate faulty and/or incomplete interpretation of data and vague and/or inconsistent organizational planning.</td>
</tr>
<tr>
<td>Written Plan</td>
<td>• Candidate’s plan shows a strong connection to assessing instructional programs that will improve student learning. Evaluation demonstrates meaningful results. Artifacts reflect multiple and various sources of data and logical reasons for recommendations made for improvement of student achievement.</td>
<td>• Candidate’s plan shows a connection to assessing instructional programs that will improve student learning. Evaluation demonstrates results. Artifacts reflect multiple sources of data and logical reasons for recommendations made for improvement of student achievement.</td>
<td>• Artifacts reflect minimal application to improving student learning. Evaluation demonstrates minimal results. Artifacts reflect few sources of data and unsupported reasons for recommendations made for improvement of student achievement.</td>
</tr>
<tr>
<td>Reflection</td>
<td>• Candidate reflects upon conducting, leading and evaluating this school improvement project with depth and detail.</td>
<td>• Candidate reflects upon conducting, leading and evaluating this school improvement project.</td>
<td>• Candidate provides little or no reflection upon conducting, leading and evaluating this school improvement project.</td>
</tr>
</tbody>
</table>

**Field Experience Requirements:** Candidates will complete at least 30 field experience hours within this course, observing, implementing and participating with the school principal, classroom teachers, the school community, and the school system. For completion of your field experience, candidates will complete a signed time-sheet documenting hours as well as a brief written summary of what was experienced. Experiences will be scored using the Field Experience Rubric. *A passing grade cannot be earned without completion of Field Experience hours.*

**Class Attendance, Plagiarism and Grade Appeal Process:** Refer to the University of the Cumberlands’ policies in the University Catalog and Student Handbook.
**Academic Accommodations:** “Students who may have a disability meriting an academic accommodation should contact the Academic Affairs Office in GATL 114 to ensure their needs are properly evaluated and that documentation is on file. Any accommodations for disabilities must be re-certified each semester by the Academic Affairs Office and the Special Accommodations Committee before course adjustments are made by individual instructors.” (This is verbatim from the UC catalog.)

**Course Guidelines and Behavioral Expectations:**
- Study after study has linked successful academic performance with good class participation. Those who assume positions of responsibility (that is, who become leaders) must “show up” in order to be effective. Therefore, students are expected to actively participate in class discussions by sharing ideas and experiences and by responding to questions from the instructor. Furthermore, only the student can make contributions to the class and all students suffer when viewpoints of colleagues are missed in discussions.
- Student’s Responsibility: Students are responsible for obtaining assignments for each class and keeping track of any changes throughout the course. If the student is unsure about any assignment or assistance is needed, the instructor should be the first contact.
- Late Work: Assignments, including postings on discussion threads, class presentations, and field experiences are to be completed on time according to the timeline posted by the instructor. It is important to keep up and complete work on time. Late assignments will NOT receive full credit.

**Plan of Evaluation:**
To receive full credit, work must be submitted by the assigned date. There is a reduction of 10% of the total credit for each day it is late. There are no make-up exams without prior consent of the instructor. Graded work will receive a numeric score reflecting the quality of performance. Relative weights assigned to graded work are as follows:

<table>
<thead>
<tr>
<th>Course Requirement Summary</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>8</td>
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<tr>
<td>Analysis of Unit of Study</td>
<td>10</td>
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<tr>
<td>Classroom Observations/IPA</td>
<td>15</td>
</tr>
<tr>
<td>PD: Feedback and Coaching</td>
<td>15</td>
</tr>
<tr>
<td>Removing Barriers to Learning</td>
<td>10</td>
</tr>
<tr>
<td>Legal Aspects and Budgetary Issues</td>
<td>7</td>
</tr>
<tr>
<td>Turnaround Strategies</td>
<td>7</td>
</tr>
<tr>
<td>Field Experience</td>
<td>15</td>
</tr>
<tr>
<td>Capstone Conferencing</td>
<td>1</td>
</tr>
<tr>
<td>Exams (1.5 pts. each; % x 1.5 = your score)</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

**Grading Scale:**
Graded work will receive a numeric score reflecting the quality of performance as given above in evaluation methods. Your overall course grade will be determined according to the following scale:
Writing Expectations: Learning outcomes for candidates’ writing competencies include clarity of thought, discernment in planning and organization, and integration of evidence and criteria.

- Written assignments must be typed, double-spaced, with one-inch margins and 11 or 12-point font.
- The instructor expects that students will have knowledge of appropriate forms of documentation and use it where appropriate. Use the APA format and style of notation to credit all sources that are not your own.
- There is a craft to writing. Spelling, grammar, punctuation and diction (word usage) are all tools of that craft. Writing at the collegiate level will show careful attention to these elements of craft. Work that does not exhibit care with regard to these elements will be considered as inadequate for college writing and graded accordingly.

Technology Outcomes:
Students in the School of Education are expected to have a home computer or laptop, Internet access, and basic office software (Microsoft Word, PowerPoint, and Excel). In addition, students are expected to have basic competencies in the following areas.
1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help students search for various types of information via the internet
5. Be able to subscribe, participate in, and sign off education related list serves.
6. Be able to access and use education related CD-ROM and online data bases.
7. Be knowledgeable of the legal and ethical codes which relate to education and technology.
8. Be able to use the Internet for finding and using continuing education opportunities.
10. Be able to evaluate the quality of Internet information.

Current, Updated Bibliography


Prager, Karen. "Collegial Process versus Curricular Reform: Dilemma for Principal Leadership?"
Brief to Principals 5 (1993).

**Tentative Course Calendar:**

<table>
<thead>
<tr>
<th>Class Schedule</th>
<th>Lecture Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>Course Introduction: <em>From the Classroom to the Nation’s Capitol: Aligning and Assessing the Impact of the CIA (Curriculum, Instruction and Assessment)</em></td>
<td>KDE/state web pages on the state accountability system Federal NCLB Act ESEA and Title I Laws KRSs and KARs on Instructional Assessment School Council Law (KRS 160.345)</td>
</tr>
<tr>
<td><strong>Week 2:</strong></td>
<td>Core Components and Development of Unit of Study/Lesson Plan</td>
<td>KDE Unit of Study Manual Teaching for Understanding (Stone Wiscke)</td>
</tr>
<tr>
<td><strong>Week 3:</strong></td>
<td>Analysis of Unit of Study/Lesson Plan</td>
<td>Candidate Selection of Units of Study/Lesson Plans</td>
</tr>
<tr>
<td><strong>Saturday Session</strong></td>
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<tr>
<td>Class Schedule</td>
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<td>Readings</td>
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<tr>
<td><strong>Week 4:</strong></td>
<td><em>Saturday Session</em></td>
<td><strong>LCS Principles Handbook</strong>&lt;br&gt;(Mike Rutherford)&lt;br&gt;Characteristics of Highly Effective Teaching and Learning (Kentucky Department of Education)&lt;br&gt;Sample Instructional Practices Assessment Report</td>
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<tr>
<td></td>
<td>Implementing Classroom Observations and Instructional Practices Assessment Process</td>
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<tr>
<td><strong>Week 5:</strong></td>
<td>Sharing out of classroom observations and discuss how the team reached consensus.</td>
<td>Copies of Classroom Observation Consensus Sheets</td>
</tr>
<tr>
<td><strong>Week 6:</strong></td>
<td>Capstone Conferencing&lt;br&gt;*Progress to-date&lt;br&gt;*Challenges or roadblocks&lt;br&gt;*Research status&lt;br&gt;*Assistance needed&lt;br&gt;*Next Steps</td>
<td>University policy on capstone/research projects&lt;br&gt;University rubric for evaluating capstone projects</td>
</tr>
<tr>
<td><strong>Week 7:</strong></td>
<td>Legal Aspects Associated with The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance&lt;br&gt;*School council responsibilities&lt;br&gt;*English Language instruction&lt;br&gt;*Academic freedom&lt;br&gt;*Censorship&lt;br&gt;*Course content and teaching methods&lt;br&gt;*Homework&lt;br&gt;*Students rights&lt;br&gt;*Reasonableness&lt;br&gt;Student records&lt;br&gt;*FERPA&lt;br&gt;*Parental rights&lt;br&gt;*Defamation, libel, and Slander&lt;br&gt;*District Policies: Students, Teachers, Parents and Instruction associated with assessing student achievement&lt;br&gt;*State administrative regulations and revised statues on assessment, student assessment reporting and school assessment requirements</td>
<td>Alexander: pages 80 – 130&lt;br&gt;*Aquila: pages 103 -115&lt;br&gt;Case research topics&lt;br&gt;*Alexander: pages 389 – 414&lt;br&gt;*Aquila: pages 127 – 134&lt;br&gt;Standards and Indicators for School Improvement&lt;br&gt;Kentucky School Law book&lt;br&gt;School Council and District Policies</td>
</tr>
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<tr>
<td>Week 8: Saturday Session</td>
<td>Professional Development: Giving Feedback to Teachers and Coaching for Success</td>
<td>PowerPoint on How to Give Feedback to Teachers, Coaching People (Harvard Business School Review), View Sample Coaching / Feedback Videos</td>
</tr>
<tr>
<td>Week 9:</td>
<td>Presentations on Feedback to Teachers</td>
<td>Cohort Reflection Papers, Protocol Graphics, Individual Cohort Video Clips</td>
</tr>
<tr>
<td>Week 10:</td>
<td>Presentations on Feedback to Teachers</td>
<td>Cohort Reflection Papers, Protocol Graphics, Individual Cohort Video Clips</td>
</tr>
<tr>
<td>Week 10:</td>
<td>Budgetary Issues and the Role of the Principal in Assessing the Instructional Program and Monitoring Student Performance</td>
<td>School Council Law (KRS 160.345) and related statutes and administrative regulations, School Council Handbook, District Policies on Budgets, SBDM Budget Forms, Title IX Law</td>
</tr>
<tr>
<td>Week 11:</td>
<td>Case Studies on Legal Aspects and Budgetary Issues</td>
<td>Selected Case Studies, one which must be a diversity case.</td>
</tr>
<tr>
<td>Week 12:</td>
<td>Principal’s Role in Removing Barriers to Learning</td>
<td>Leading Change: Tactics, Tools and Tales by Dr. Jody Spiro. Chapter 1 and chapter on Reducing Barriers to Change.</td>
</tr>
<tr>
<td>Week 13:</td>
<td>Presentation of Leading Change Barrier Tool Results</td>
<td>Leading Change: Tactics, Tools and Tales by Dr. Jody Spiro. Chapter 1 and chapter on Reducing Barriers to Change. Cohort Barrier Reports</td>
</tr>
<tr>
<td>Week 14:</td>
<td>Capstone Conferencing</td>
<td>University policy on capstone/research projects, University rubric for evaluating capstone projects</td>
</tr>
<tr>
<td>Week 15:</td>
<td>Reflection and Review</td>
<td>Course notes, assignments and readings</td>
</tr>
<tr>
<td>Week 16: Saturday Session</td>
<td>Final Exam</td>
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</table>

*Saturday sessions are face-to-face from 9AM – 3PM.*
University of the Cumberlands
Education Department

Reflective Constructors of Quality Learning Experiences Through Critical Thinking

ADMOL 675: The School Principal’s Role in Creating Organizational Structures & Operations (3 hours)
Course Syllabus – Term
Day, Time

Matrix Connecting ISLLC Standards to ADMOL 675, The School Principal’s Role in Creating Organizational Structures & Operations.

<table>
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<th>III</th>
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A school administrator is an educational leader who promotes the success of all students by becoming a:

I. VISIONARY LEADER – facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

II. CURRICULAR LEADER – advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

III. MANAGERIAL LEADER – ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

IV. CULTURAL LEADER – collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources.

V. ETHICAL LEADER – acting with integrity, fairness, and in an ethical manner.

VI. POLITICAL LEADER – understanding, responding to, and influencing the larger political, social, legal, and cultural context.

Matrix Connecting TSSA Standards to ADMOL 675, The School Principal’s Role in Creating Organizational Structures & Operations.

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<td>X</td>
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</tr>
</tbody>
</table>

I. Leadership and Vision
II. Learning and Teaching
III. Productivity and Professional Practice
IV. Support, Management, and Operations
V. Assessment and Evaluation
VI. Social, Legal, and Ethical Issues

Matrix Connecting KyCLS Dimensions to ADMOL 675, The School Principal’s Role in Creating Organizational Structures & Operations.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
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</table>

Dimension 1. Leading Teaching and Learning
Dimension 2. Assessing the Instructional Program and Monitoring Student Performance
Dimension 3. Securing and Developing Staff
Dimension 4. Building Culture and Community
Dimension 5. Creating Organizational Structures and Operations
Dimension 6. Leveraging Community Systems and Resources

ADMOL 675
The School Principal’s Role in Creating Organizational Structures & Operations

Instructor: Dr. Amon Couch  Office: 606-598-2168
E-Mail: Amon.Couch@clay.kyschools.us

UNIT’S CONCEPTUAL FRAMEWORK
The Department of Education at University of the Cumberlands has adopted the theme “Reflective Constructors of Quality Learning Experiences through Critical Thinking” to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on Christian values, respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Strategic, Evaluative and/or Communicative knowledge base.

Course Alignment with the Conceptual Framework
This course is aligned with the Universities’ Conceptual Framework through the emphasis placed in the course on Constructivism, Critical Thinking and Quality Learning Experiences. This course focuses on how principals can improve the learning experiences of students in the Professional Learning Community through the creation of organization structures and operations. The use of critical thinking as well past learning experiences are an integral part of

Required Text:

Suggested Text:

Prerequisites: ADMOL 650, Introduction to School Leadership

Course Description: Integrates the predominate approaches to leadership, management theory, and operations management concepts to structure competitive organizations, shape organizational behavior, enhance organizational effectiveness, and foster an organizational culture that adapts and capitalizes on change. Analyzes the interaction of individual, group, and organizational dynamics that influence human behavior in an organization and determines appropriate management approaches to foster a productive work environment. Module 1: Module 2: Module 3: (3 hours)

Purpose of the Course and Pedagogical Features: The purpose of this course is to introduce the student to the study of individual and group behavior within the context of an organization. The student will explore opportunities to apply this knowledge in the development of his/her potential for becoming an effective organizational member and manager of people. The course will include such topics as: motivation, power and influence, management ethics, communication, group dynamics and decision making, work design, organization structure and design, goal setting, reward systems, conflict
management, teamwork, quality management, organizational change and development. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project.

**Alignment of Course Objectives, Tasks and Outcomes as related to Standards, Themes and Initiatives:**

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>ISLLC Standards</th>
<th>TSSA Standards</th>
<th>Learning Tasks/Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the importance of vision and developing a personal vision for school leadership.</td>
<td>1, 3, 5, 6</td>
<td>1, 3, 4, 6</td>
<td>2. Personal Vision/Mission of School Leadership 3. School/Organization Vision/Mission Reflection</td>
</tr>
<tr>
<td>Knows a variety of strategies to align resources, operational procedures and organizational structures with the school vision and mission.</td>
<td>1, 3, 5, 6</td>
<td>1, 3, 4, 6</td>
<td>5. Aligning the School Vision/Mission to Management Responsibilities</td>
</tr>
<tr>
<td>Understands how modeling values, beliefs, and attitudes can inspire others to higher levels of performance.</td>
<td>1, 3, 5, 6</td>
<td>1, 3, 4, 6</td>
<td>4. Managing Responsibilities 9. Case Studies 10. Anchor Assessment</td>
</tr>
<tr>
<td>Understands systems thinking as related to student learning and achievement and designs appropriate strategies.</td>
<td>1, 3, 5, 6</td>
<td>1, 3, 4, 6</td>
<td>7. Evaluation of Professional Development 9. Case Studies 10. Anchor Assessment</td>
</tr>
<tr>
<td>Understands the role of leadership and shared decision making in school improvement planning.</td>
<td>1, 3, 5, 6</td>
<td>1, 3, 4, 6</td>
<td>6. Analyzing the SIP Development Process 9. Case Studies 10. Anchor Assessment</td>
</tr>
<tr>
<td>Understands the development, implementation and monitoring of a school improvement plan aligned with data, policy and regulation.</td>
<td>1, 3, 5, 6</td>
<td>1, 3, 4, 6</td>
<td>6. Analyzing the SIP Development Process 9. Case Studies 10. Anchor Assessment</td>
</tr>
</tbody>
</table>
Understands basic management skills to foster student safety, learning and achievement.  
1, 3, 5, 6  
1, 3, 4, 6  
4.Managing Responsibilities  
9.Case Studies  
10. Anchor Assessment  

Understands problem-solving techniques for decision making purposes.  
1, 3, 5, 6  
1, 3, 4, 6  
4.Managing Responsibilities  
9.Case Studies  
10. Anchor Assessment  

Understands the laws, regulations, and policies under which the school must function.  
1, 3, 5, 6  
1, 3, 4, 6  
4.Managing Responsibilities  
9.Case Studies  
10. Anchor Assessment  

Learning Tasks /Program Outcomes:  

*If you know of an effective school without an effective principal, call me collect.*  
-Lawrence Lezotte  

1. **Participation**  
   Class interactions will be large contributors to learning in this class. Therefore, students are expected to engage in intelligent discussion of the assigned topic in all areas (Discussion Board Activities, Chats, Forums, Shared Papers, etc.). Point adjustments will be taken for non-participation.  
   Candidates will complete several activities as part of participation designed to help process course information or to demonstrate understanding of materials. These will correspond to the course topics and will involve practicing or utilizing new course concepts. Activities will be evaluated using the following rubric:  
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Active and meaningful completion of the activity and/or demonstrates complete understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>B</td>
<td>Significant completion of the activity and/or demonstrates significant understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>C</td>
<td>Partial completion of the activity and/or demonstrates partial understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>D</td>
<td>Limited completion of the activity and/or demonstrates minimal understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>F</td>
<td>No completion and/or no attempt to understand the task/lesson/activity.</td>
</tr>
</tbody>
</table>

**Module 1: Laying the Foundation: Operational Vision/Mission, and Clear Goals.**  

2. **Personal Vision/Mission of School Leadership**  
   Candidate will develop a personal vision and mission of school leadership from the information gathered in the reflective research using the following resources:

3. School/Organization Vision/Mission Reflection
Candidate reviews vision and mission statements from several schools and non educational sources and the processes used to develop those statements. Examples of sources: Successful local business and community organization leaders; New York City Leadership Academy CD of training materials. Candidate provides samples of mission and vision statements from other organizations. The candidate demonstrates an understanding of the power of collaboration, values and beliefs. The candidate selects two statements that reflect a high level of collaboration and are instrumental in the organization’s success and writes a reflection.

Module 2: Aligning Organizational Structures Operations to Improve Student Achievement

4. Management Responsibilities
Candidate will reflect on how the management responsibilities that are common to all three levels and specific to each level are closely intertwined with instructional leadership of the school. The list should encompass but not be limited to the following areas: instruction; evaluation; safety; transportation; budget and finance; building and grounds; school maintenance; SBDM; employee relations. The candidate will provide a data base describing management responsibilities, time frames, and needed resources.

5. Aligning the School Vision/Mission to Management Responsibilities
Candidate will review the data base of management responsibilities along with the Master Schedule of his/her own school. Candidate will then interview a principal from each of the other two levels regarding the Master Schedule and Student Assignment. Candidate will reflect on how the Master Schedule, Student Assignment and other areas of Management Responsibility are aligned with the School Vision/Mission. For example, if a school’s vision is to be student centered, does the Master Schedule and Student Assignment reflect that? Are schedules and assignments based upon adult preferences or are they targeting instructional goals?

6. Analyzing the SIP Development Process
Candidate will examine school data and resource allocations such as SBDM policies, procedures, minutes and agendas; budget allocations; staffing; use of time; assessment results; and other pertinent data. Candidate will make a determination if and how the data is used to develop an identified School Improvement Plan (SIP). Candidate will make recommendations to support, alter, or revamp the SIP development process for the identified school. The candidate provides a report that details the examined data, the use
of resources, delineates the candidate’s assessment of the data and allocated resources, and notes the recommendations made by the candidate.

7. **Evaluation of Professional Development**
Candidate will lead a group in the evaluation of professional development at a school site to ensure that it is research based and aligns with the school’s improvement plan (SIP) and assesses how the allocation of time and fiscal resources support collaboration, professional growth, and student achievement. The candidate analyzes school professional development and provides a report that includes the examined data, delineates the candidate’s assessment of the data, and notes the recommendations made.

8. **Measuring the Implementation of the Vision and Mission**
The candidate will complete at least two of the following tasks to determine if vision and mission are developed and implemented:
- Conduct classroom observations and walkthroughs
- Review school communication vehicles and pieces relative to vision and mission
- Examine the relationship with the PTA and/or other parent/community organizations
- Analyze the organization within the building – grade level and department teams, leadership teams, etc. and how each address vision and mission

The candidate produces a report, including reflections and analysis of each task.

9. **Case Studies**
The candidate will work to develop and/or respond to case studies that require the application of federal law, state law, district policies, due process, SBDM regulations, and contracts.

**Module 3: Aligning Resources and Stakeholders to Support Student Achievement.**

10. **Signature/Anchor Assessment:** This assignment meets Kentucky Teacher Standard 1, ISLLC Standards 1, 3, 5, 6 and Dimension 5 of the Leadership Continuum, specifically.

**Task:** The candidate shall:
- Select one high priority issue/problem at the school that needs to be addressed (e.g., issue/problem could come out of the school improvement plan, a discussion with the principal relative to current trends, needs, etc.). The issue/problem needs to be supported/justified by varied and relevant data.
- Operate within the framework of existing policies, and convene a team of stakeholders (e.g., teachers, parents, administrators, community members, etc.) to study and address the identified problem. The makeup of the committee should be appropriate given the specific issue/problem. The candidate shall present the findings from the data analysis and the rationale for the selection of the issue/problem to the team of stakeholders.
- Lead a team review of the vision and mission statements of the school ensuring that the issue will be framed within this context. Additionally, the candidate will lead the team in the development of a vision and mission statement for the team (e.g., team building process).
- Lead the team through a problem solving/planning process that will:
Define the problem within the school, district, community or state context.

Detail a plan for addressing the problem (e.g., including specific implementation activities, timeline, staff considerations, budget issues, impact on student learning, barriers, data, etc.).

Describe how the plan will be strategically implemented (e.g., gaining support, navigating the change process, staff development).

Develop an evaluation plan including strategies for monitoring over time.

Design the plan within the boundaries of the laws, regulations, and policies within which the school operates.

- Initiate the implementation of the plan.
- Present a report on the plan/findings/implementation to the appropriate audience (staff, council, department, district level group, etc.).

**Evidence:** Written report, Rules of engagement with teachers, Minutes from meetings, Data from project from beginning, Strategies for consensus building, conflict resolution, Details of the process, Evidence of what team did, Reflections on process - What would you have done differently and why? What worked well and why?, Feedback from team of teachers – 360 feedback, Self analysis

**Rubric:**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Satisfactorily Meets Standard (76%-100%)</th>
<th>Unsatisfactorily Meets Standard (0 – 75%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Sources and Data</td>
<td>The candidate identified relevant information sources (including both primary data and salient works from the research literature), and analyzed/interpreted key data to identify potential priority issues or problems.</td>
<td>The candidate utilized data to select an important issue or problem, but did not select sufficient and/or relevant data, and/or did not deploy appropriate or sufficient analysis to justify the selection of the problem or issue.</td>
</tr>
<tr>
<td>Team of Stakeholders</td>
<td>Operating within the framework of existing policies, the candidate convened a team of stakeholders (attentive to diversity and expertise for the identified issue/problem). The candidate shared findings from the literature review and data analysis with stakeholders, and facilitated a process to identify the highest priority problem/issue.</td>
<td>The candidate convened a team of stakeholders and presented the problem/issue, but did not take necessary steps to ensure appropriate diversity and expertise.</td>
</tr>
<tr>
<td>Team Review</td>
<td>The candidate then led a team review of the school’s vision and mission to ensure that the problem/issue was framed within that context before leading the team through a problem-solving planning and implementation process that was research-based; kept stakeholders involved throughout; focused on vision and mission; established timelines, goals and objectives for implementation; and included checks and monitoring.</td>
<td>The candidate then led the team through a process that included some, but not all, of these elements: was research-based; kept stakeholders involved throughout; kept mission and vision front and center; established timelines, goals and objectives for implementation; and included impact checks and monitoring.</td>
</tr>
</tbody>
</table>
Involvement of Others and Shared Responsibility

<table>
<thead>
<tr>
<th>Measure</th>
<th>Satisfactorily Meets Standard (76%-100%)</th>
<th>Unsatisfactorily Meets Standard (0 – 75%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the process, the candidate involved appropriate policy-making bodies (e.g., site-based council, school board, etc.) in addressing the problem/issue. The candidate also demonstrated strategies and methods for sharing responsibility and incorporating the contributions of all stakeholders, building consensus among team members and maintaining focus on the problem/issue, working to implement the plan as developed.</td>
<td>While aware of appropriate policy-making bodies (e.g., site-based council, school board, etc.), the candidate may not have taken necessary steps to ensure their substantive participation. The candidate, for the most part but perhaps not consistently, built consensus among team members and kept a focus on the problem/issue as the plan was developed and implemented.</td>
<td></td>
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</tbody>
</table>

The following tasks reflect Field Experience Requirements during this course:

- Convene a team of stakeholders to study and address an identified school problem.
- Lead the team through a problem solving/planning process.
- Initiate the implementation of the plan.
- Present a report on the plan/findings/implementation to the appropriate audience (staff, council, department, district level group, etc.).

Candidates will complete at least 20 field experience hours within this course observing, implementing and participating with the school principal, the school community, and the school system. For completion of your field experience, candidates will complete a signed time-sheet documenting hours as well as a brief written summary of what was experienced. Experiences will be scored using the Field Experience Rubric. A passing grade cannot be earned without completion of Field Experience hours.

Class Attendance, Plagiarism and Grade Appeal Process: Refer to the University of the Cumberlands’ policies in the University Catalog and Student Handbook.

Academic Accommodations: “Students who may have a disability meriting an academic accommodation should contact the Academic Affairs Office in GATL 114 to ensure their needs are properly evaluated and that documentation is on file. Any accommodations for disabilities must be re-certified each semester by the Academic Affairs Office and the Special Accommodations Committee before course adjustments are made by individual instructors.” (UC catalog.)

Course Guidelines and Behavioral Expectations:

- Study after study has linked successful academic performance with good class participation. Those who assume positions of responsibility (that is, who become leaders) must “show up” in order to be effective. Therefore, students are expected to actively participate in class discussions by sharing ideas and experiences and by responding to questions from the instructor. Furthermore, only the student can make contributions to the class and all students suffer when viewpoints of colleagues are missed in discussions.
- Student’s Responsibility: Students are responsible for obtaining assignments for each class and keeping track of any changes throughout the course. If the student is unsure about any assignment or assistance is needed, the instructor should be the first contact.
• Late Work: Assignments, including postings on discussion threads, are to be completed on time according to the timeline posted by the instructor. It is important to keep up and complete work on time. Late assignments will NOT receive full credit.

Plan of Evaluation:
To receive full credit, work must be submitted by the assigned date. There is a reduction of 10% of the total credit for each day it is late. There are no make-up exams without prior consent of the instructor. Graded work will receive a numeric score reflecting the quality of performance. Relative weights assigned to graded work are as follows:

<table>
<thead>
<tr>
<th>Course Requirement Summary</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>8</td>
</tr>
<tr>
<td>Personal Vision/Mission of School Leadership</td>
<td>10</td>
</tr>
<tr>
<td>School/Organization Vision/Mission Reflection</td>
<td>6</td>
</tr>
<tr>
<td>School Vision/Mission Statement</td>
<td>10</td>
</tr>
<tr>
<td>Analyzing the SIP Development Process</td>
<td>8</td>
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<tr>
<td>Evaluation of Professional Development</td>
<td>8</td>
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<tr>
<td>Measuring the Implementation of the Vision and Mission</td>
<td>8</td>
</tr>
<tr>
<td>Management Responsibilities</td>
<td>10</td>
</tr>
<tr>
<td>Case Studies</td>
<td>10</td>
</tr>
<tr>
<td>Anchor Assessment</td>
<td>12</td>
</tr>
<tr>
<td>Field Experience</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Grading Scale:
Graded work will receive a numeric score reflecting the quality of performance as given above in evaluation methods. Your overall course grade will be determined according to the following scale:

<table>
<thead>
<tr>
<th>Grading</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 70%</td>
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</tbody>
</table>

Writing Expectations: Learning outcomes for candidates’ writing competencies include clarity of thought, discernment in planning and organization, and integration of evidence and criteria.

• Written assignments must be typed, double-spaced, with one-inch margins and 11 or 12-point font.

• The instructor expects that students will have knowledge of appropriate forms of documentation and use it where appropriate. Use the APA format and style of notation to credit all sources that are not your own.

• There is a craft to writing. Spelling, grammar, punctuation and diction (word usage) are all tools of that craft. Writing at the collegiate level will show careful attention to these elements of craft. Work that does not exhibit care with regard to these elements will be considered as inadequate for college writing and graded accordingly.
**Technology Outcomes:**
Students in the School of Education are expected to have a home computer or laptop, Internet access, and basic office software (Microsoft Word, PowerPoint, and Excel). In addition, students are expected to have basic competencies in the following areas.

1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help students search for various types of information via the internet.
5. Be able to subscribe, participate in, and sign off education related list serves.
6. Be able to access and use education related CD-ROM and online databases.
7. Be knowledgeable of the legal and ethical codes which relate to education and technology.
8. Be able to use the Internet for finding and using continuing education opportunities.
9. Be able to evaluate the quality of Internet information.
10. Be able to use scheduling and student assignment software.

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**Current, Updated Bibliography**


**Tentative Course Calendar:**

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>Lecture Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Overview of Organizational Behavior</td>
<td>Griffin/Moorhead, Chapters 1-2</td>
<td></td>
</tr>
<tr>
<td>Class Schedule</td>
<td>Lecture Topic</td>
<td>Readings</td>
</tr>
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</tr>
<tr>
<td>Week 2:</td>
<td>• Impact of Globalization and Workforce Diversity on Organizations</td>
<td>• Griffin/Moorhead, Chapters 3-4</td>
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<tr>
<td></td>
<td>• Foundation of Individual Behavior</td>
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</tr>
<tr>
<td>Week 3:</td>
<td>• How to Motivate Employees?</td>
<td>• Griffin/Moorhead, Chapters 5-6</td>
</tr>
<tr>
<td>Week 4:</td>
<td>• Stress and the Work-Life Balance</td>
<td>• Griffin/Moorhead, Chapters 9-10</td>
</tr>
<tr>
<td>Week 5:</td>
<td>• Interpersonal Processes In Organization</td>
<td>• Griffin/Moorhead, Chapters 11-12</td>
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<td></td>
<td>• Group Dynamic</td>
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<td></td>
<td>• Teams in Organization</td>
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</tr>
<tr>
<td>Week 6:</td>
<td>• Leadership and Influence Processes</td>
<td>• Griffin/Moorhead, Chapters 13-14</td>
</tr>
<tr>
<td>Week 7:</td>
<td>• Organizational Culture and Structure</td>
<td>• Griffin/Moorhead, Chapters 16 &amp; 18</td>
</tr>
<tr>
<td>Week 8:</td>
<td>• Organization Design</td>
<td>• Griffin/Moorhead, Chapters 17 &amp; 19</td>
</tr>
</tbody>
</table>
University of the Cumberlands

Education Department

ADMOL 676  Human Resource Management and Supervision
Course Syllabus
Class Time

Matrix Connecting ISLLC Standards to ADMOL 676, Human Resource Management.

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</table>

A school administrator is an educational leader who promotes the success of all students by becoming a

I. Visionary Leader – facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

II. Curricular Leader – advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

III. Managerial Leader – ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

IV. Cultural Leader – collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources.

V. Ethical Leader – acting with integrity, fairness, and in an ethical manner.

VI. Political Leader – understanding, responding to, and influencing the larger political, social, legal, and cultural context.

Matrix Connecting TSSA Standards to ADMOL 671, The Principal’s Role in Curriculum Leadership.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
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<th>IV</th>
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</tbody>
</table>

I. Leadership and Vision

II. Learning and Teaching

III. Productivity and Professional Practice

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V. Assessment and Evaluation

VI. Social, Legal, and Ethical Issues

Matrix Connecting KyCLS Dimensions to ADMOL 676, Human Resource Administration and Supervision.

<table>
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Dimension 5. Creating Organizational Structures and Operations  
Dimension 6. Leveraging Community Systems and Resources

**Professor:** Dr. Gary Pate  
**E-Mail:** Gary.Pate@ucumberlands.edu  
gpate@ccvn.com

**Phone:** 828-682-0786

**Required Texts & Materials:**


2) ISLLC Standards available on-line:  

3) Kentucky Redbook

4) Blake Mouton Managerial Test on-line:  
   [http://unix.cc.wmich.edu/~mallakl/surveys/bnmmg.htm](http://unix.cc.wmich.edu/~mallakl/surveys/bnmmg.htm)

5) Kentucky’s Definition and Standards for High Quality Professional Development available on-line:  
   [http://www.education.ky.gov/kde/administrative+resources/professional+development](http://www.education.ky.gov/kde/administrative+resources/professional+development)

6) SISI Tool Kit available on-line:  

7) The Leadership Motivation Assessment: available on-line:  

8) Harry Wong Article: available on-line: “The Single Greatest Effect on Student Achievement is the Teacher”  

**Prerequisites:** ADMOL 650 Introduction to School Leaders
Catalog Description and Credit Hours: This course is a study of the role of the school leader in the dimensions of the personnel function: planning, recruitment, selection, placement, development, and supervision of school faculty and staff. In addition, a focus of this course includes legal and ethical aspects of federal, state, and local personnel policies and procedures. Module 1, Obtaining Positive and Proactive Personnel; Module #2, Obtaining Proper Paperwork; Module #3, Applying the Principles of a Positive, Proactive Culture and Climate. Three (3) credit hours.

Course Description/Format/Pedagogical Features: This course is designed to study personnel policies and practices relating to recruitment, selection, and supervision of faculty and staff. Special attention is focused on the importance of diversity. Specifically, this course’s primary purpose is to focus on the four critical areas relating to (1) Staff Selection and Development; (2) Personnel Supervision; (3) Working Conditions, (4) Capacity Building and (5) Collaboration and Consultation. This course provides a mixed or hybrid instructional delivery method, including online learning using audio and video, regular face-to-face classroom instruction through occasional weekend coursework/seminars and through university faculty and P-12 partner mentoring visits to candidates’ work locations. Each candidate will have direct diverse experiences in both university and school settings and with diverse populations.

Dispositions: Each candidate seeking or holding an administrative position within a school or system must uphold and display certain dispositions or attitudes and beliefs that are critical to the educational environment. The following is a list of identified dispositions that will be addressed within this course. Furthermore each candidate should emulate and display these dispositions.

1. The educability of and life-long learning for everyone;
2. Student learning as the fundamental purpose of schooling;
3. Making management decisions to enhance learning and teaching;
4. Bringing ethical principles to the decision making process for the common good of the community;
5. The importance of continual engagement with families, community stakeholders, and other decision makers;
6. Education as key to opportunity and social mobility;
7. Being an advocate for the protection of student rights and the improvement of student opportunities.

Alignment of Course Objectives, Tasks and Outcomes as related to Standards, Themes and Initiatives:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>ISLLC Standards</th>
<th>TSSA Standards</th>
<th>Learning Tasks / Program Outcomes Associated With Obj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the dispositions, content knowledge and pedagogy of effective teachers.</td>
<td>ISLLC I</td>
<td></td>
<td>1. Field Experience #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Field Experience #2</td>
</tr>
</tbody>
</table>

University of the Cumberlands Advanced Education Studies: Specialty Certification (Principal Preparation Program) Candidate Handbook, August 2013 135
| Understands methods of assessing the dispositions, content knowledge and pedagogy of teaching applicants. | ISLLC II | II | 1. Field Experience #1  
2. Field Experience #2 |
| Understands the importance of aligning the staff recruitment and selection process with the diversity needs of the school, school mission, vision, and school improvement plan. | ISLLC II, V, VI | I, III, IV, VI | 1. Course Anchor Assessment  
2. Diversity Case Study |
| Understands how to apply legal requirements, state and district personnel policies and procedures. | ISLLC II, VI | VI | 1. Field Experience #1  
2. Diversity Case Study |
| Understands how to evaluate staff performance and plan professional growth of staff. | ISLLC II | III, V | 1. Field Experience #7  
2. Anchor Assessment |
| Understands the Kentucky Teacher Standards and instructional best practices for use in personnel evaluation. | ISLLC V, VI | I, III, IV | 1. Field Experience # 1, 5, 6, 7  
2. Course Anchor Assessment |
| Understands the components and legal requirements of formative and summative staff evaluation. | ISLLC V, VI | V | 1. Field Experience # 1, 5, 6 |
| Understands effective classroom observation techniques and teacher conferencing methods. | ISLLC V | I, III, IV | 1. Field Experience # 1, 5, 6 |
| Understands how to collaboratively develop professional growth plans based on instructional needs identified through the evaluation process. | ISLLC II | V | 1. Field Experience # 1, 5, 6 |
| Understands the effective use of instructional time and resources for effective learning. | ISLLC III | II | 1. Field Experience #1 |
| Understands the importance of professional relationships with and among school staff. | ISLLC II | 1. Field Experience #1  
2. Case Study  
3. Anchor Assessment  
4. Diversity Case Study |
<p>| Knows theories and research underlying effective professional development. | ISLLC II | | |
| Understands the significance of continual attention to effective teaching practices and discussions about current research and theory. | ISLLC II, III | II | 1. In-Basket |
| Understands the critical attributes of an effective PD system. | ISLLC III | I | 1. Field Experience #1, 7 |
| Demonstrates a commitment to learning. | ISLLC I, II | II | 1. Field Experience #1 |
| Critically evaluate three or more of the common management and leadership styles or traits commonly used in business management and education. | ISLLC III, V, VI | I | Candidates will take several management and leadership assessments and will discuss the results of those |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Domain</th>
<th>Level</th>
<th>Candidate Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify at least five (5) of the many aspects that motivate employees to perform assessments in class chats.</td>
<td>ISLLC II, III</td>
<td>I</td>
<td>Candidates will review Hershberger’s, Mayo’s and other theories regarding employee motivation</td>
</tr>
<tr>
<td>Examine some factors affecting school administrators including administrator salaries and the current shortage of school administrators.</td>
<td>ISLLC II, III, V, VI</td>
<td>I</td>
<td>Candidates will develop a chart that provides information regarding alternative routes to teacher and administrator certification in eight states. Teacher and administrator salary schedules are to be attached.</td>
</tr>
<tr>
<td>Discern or evaluate the benefits of employing personnel from within the system and local area as well as from without the area.</td>
<td>ISLLC IV, V, VI</td>
<td></td>
<td>Candidates will develop and administer a survey of employee’s feelings or attitudes to the importance of a district’s decision to employ local or non-local candidates.</td>
</tr>
</tbody>
</table>

**Module #1, Obtaining Positive and Proactive Personnel**

**Course Anchor Assessment:**

**#1 Due by Week Eight -**

Today is July 2nd and you were hired as principal July 1st. As you were going through materials on your desk and beginning to plan your to do list, you realize you still have vacancies to fill prior to August 1st. In fact, you still need to fill 20% of the school’s teaching positions.

**In this activity you are to do each of the following.**

- Describe the process they will use to hire the needed teachers within three weeks so they may attend a school professional development session, which is scheduled one week prior to start of school. Reflect on what they had to do in a short amount of time to hire the staff and include recommendations on what they will change prior to any further recruitment and selection processes. (1.1.e, 3.1.a-d, 4.3.c-d, 5.4.a)

- Design a plan for implementing a teacher induction program for their school if they decide the one currently in place is insufficient. Or discuss how they can enhance the current program. The plan will be presented to their council and district two months after school begins. (3.2.a-e, 3.3.a, 3.4.a-d)

- Suggest ways to plan for staff support which will increase retention rates and improve the processes for developing and supporting staff. (3.3.a-d, 3.4.a-d, 5.4.a)
Module #2, Obtaining Proper Paperwork

**Field Experience Requirements:** This course requires the candidate to complete fifteen hours of field experience. Since this class is used for administrative certification the required hours are to be completed through the following tasks:

1. Each candidate (student) is to collect the following information and provide a copy of it for field experience credit for this course.
   - SBDM policies related to staff recruitment and selection including staffing policies
   - District policies related to staff recruitment and selection
   - District administrative procedures related to staff recruitment and selection
   - Teacher contracts
   - Experienced teacher standards
   - KTIP policies
   - Teacher job description
   - Kentucky Education Professional Standards Board Code of Ethics

2. Conduct research on teacher dispositions and present to each class member and the instructor a chart indicating the links between dispositions and effective teaching.
3. Design a survey, which measures the reasons why teachers leave the profession.
4. The candidate designed survey will be compared to existing surveys prior to administering it to sample of teachers (exited and remaining teachers)
5. will observe a principal while s/he conducts a pre-conference, observation, and post-conference.
6. Following the above observations, candidate will observe two teaching colleagues using the district’s evaluation protocol. Upon completion of the pre-conferences, observations, and post-conferences the candidate will analyze the observation data for teacher growth. Further, the candidate will prepare a reflection on his/her performance and will receive feedback from the peers they observed.
7. Each candidate will analyze all available data in order to track professional development activities of the school and district for a two year period. The candidate will then making comparison to effective characteristics of PD and presenting results to class.

Module #3, Applying the Principles of a Positive, Proactive Culture and Climate

**Activity 1**

**In-Basket/Case Study Assessments**

- #2 Due by Week Six –

  **Case Study Regarding Diversity**

  Steve, the principal of Bald Creek Elementary School in Hot Spring, Kentucky met on Thursday morning with Terry, the Superintendent of Yancey County Schools. The purpose
of the meeting was to discuss where the Bald Creek Site Based School Decision Making Council (SBDM) was in filling the two open positions of counselor and third grade teacher. Tenneceia Dieaz, one of the applicants for the counseling position and third grade teaching position had called Terry at the superintendent’s office twice during the week to try to find out if she was being considered for either position. Tenneceia, a fully licensed and experienced school counselor and of Haitian decent, was concerned that her color and immigration status as a naturalized citizen might be held against her by the Bald Creek SBDM Council. Terry assured Tenneceia that the school district prided itself on employing people based on their qualifications and ability to positively affect the lives of students. After the second call from Tenneceia Terry started wondering if the Council would really be open to someone like Tenneceia. Terry assured her that she was qualified and offered to follow up with the school principal (Steve) that day and get back with her. Terry was beginning to wonder if Tenneceia would be given full consideration because she is not originally from the United States and her English was not as strong as that of other candidates.

Steve stopped by to discuss the vacancies with Terry. Terry said he was glad to see Steve because it would save him a phone call to find out the names of the three candidates Steve and the Council planned to interview. Terry asked Steve who the final candidates for the counseling position were. Steve named Brian Smith, Sheila Johnson, and Jonathan Thomas. Terry then asked who was to be interviewed for the teaching position. Steve replied that Sheila Johnson, Francis Smith and Ruby Morrow were on the list to be interviewed for the teaching position. Terry was shocked and asked Steve about Tenneceia. Steve found her resume and asked Terry how to pronounce her last name. Terry was frustrated and told Steve it appeared to be a pattern that Steve only seemed interested in people like him, rather than diverse candidates. Steve said he is not opposed to diversity, but he is in a time crunch and needs to hire someone who can “hit the ground running.” Terry pointed out that Tenneceia had actually served as both a counselor and as an elementary teacher and would take less time to get trained on the job than the other applicants. Steve responded that he has worked with each of the other three people he named and has confidence in their abilities. Terry responded by noting the lack of experience as counselor of each of the three applicants for that position.

Terry asked Steve if he was aware of the unit’s nondiscrimination policy. Steve said he had attended all the diversity workshops and understood the importance of being a diverse employer in a diverse school district, but he didn’t think it applied in his situation. Terry persisted in asking Steve to reconsider his decision not to interview Tenneceia. Steve was getting angry and asked Terry to define his responsibility in the hiring process. Terry was confused about the question. Steve spelled it out, asking if Terry’s responsibility was to provide a list of qualified applicants and whether Terry had done that. Terry agreed that he, as the district superintendent had done so. Steve then pointed out that he, and the SBDM Council were responsible for completing the hiring process, and it was their responsibility to make a hiring decision based on the candidates that Terry referred. Steve suggested that if Terry didn’t want them to consider certain applicants, he shouldn’t have put them on the list.

Terry continued to try to get Steve to consider giving Tenneceia an interview. He thought
that after an interview, Steve would be impressed with her qualifications. Steve insisted interviewing Tenneceia would be a waste of everyone’s time, especially his. He was adamant about only interviewing the three candidates he had already contacted. Steve told Terry he was very busy and needed to get back to work. Terry left and wondered what he would tell Tenneceia.

**Questions to consider**

1. What is the problem?
2. What did Terry, Tenneceia and Steve each want?
3. Who was right? Why?
4. What could Terry have done differently?
5. If information regarding this exchange found its way into the community what might be the repercussions of that information?
6. If the school district had no diversity in it (students and parents) would your answers to the above questions been different? Why?
7. Does this case follow the Kentucky SBDM procedures used in your district?

---

**Module #3, Applying the Principles of a Positive, Proactive Culture and Climate**

**Activity 2**

**In-Basket Exercise**

This exercise is designed to (1) make you more aware of how you handle situations; (2) help you reflect on how your value system, philosophy, locale, and the law impact on decisions you make; (3) compare your reactions with other aspiring principals, and (4) evaluate your communication skills.

The setting: It is 8:10 a.m., May 2, 2011. You have been at school since 7:15 a.m. and have been in the cafeteria; in the bus parking lot; talking with students, parents, and teachers; and checking the building as you walked through it. You return to the office and your secretary tells you there are several items in your basket that need you immediate attention. Both of your assistant principals are at a conference and are not available to assist you today. Your guidance counselor is at the central office attending a testing meeting regarding the delivery of tomorrow’s release of this year’s test scores. She will be back on campus around noon.

**DIRECTIONS:** Review the item exhibit below. You are then to prioritize how you would handle each of the items. If you would simply delegate the item to someone else you need to indicate such and provide the reason for the delegation. If you choose to write a memo or letter in response to any one of the twelve items please write that memo or letter and place it at the end of the activity.
### Exhibit A

<table>
<thead>
<tr>
<th>Item (Exhibit)</th>
<th>Priority by urgency</th>
<th>To whom can this be delegated</th>
<th>If memo or letter is to be written concerning this item please indicate by placing an x in the row below for each item</th>
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</thead>
<tbody>
<tr>
<td>A Speaker</td>
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<td>B Visitors</td>
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<td>C Superintendent</td>
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<td>D Teacher</td>
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<td>E Test Scores</td>
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<td>F Johnny</td>
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<td>G Newspaper</td>
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<td>H Evaluations</td>
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<tr>
<td>I Lunchroom</td>
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<td>J Observation</td>
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<tr>
<td>K Bus Accident</td>
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<td>L PTA</td>
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</tbody>
</table>
Mr. Byrd:

In my previous school I always had a speaker from the ‘Planed Parenthood Chapter’ speak to my family relations class each year. I realize I am new here but I thought I had better let you know that I have contacted the local chapter of that group and they have agreed to send a speaker to my class. The speaker will be here at 8:45am tomorrow. She will be talking about options that a girl has in the event of an unexpected pregnancy. I thought you would like to know she was going to be here most of the day. The following week we will have a speaker from the local “Right to Life” group. We would welcome you and any member of your staff to sit in one of these classes.

Clara Short

Exhibit B
MEMORANDUM

TO: Terry Byrd, Principal

FROM: Robbie Adell, Director of Public Affairs

SUBJECT: Visitors at Mitchell County High School

I wish to inform you that a group of educators from North Carolina are scheduled to visit the Mitchell County Schools May 3, 2011. Several of the visitors are superintendents in North Carolina who know Dr. Jackson, our superintendent and our current Education Commissioner. They especially want to spend some time observing in your computer lab and in the business education department.

I know this is relatively short notice, but Dr. Jackson was sure you would be willing to cooperate in this tour. We plan to arrive at 8:30 a.m., May 3, 2011. Thank you for cooperation.

Cc: Dr. Terry Jackson, Superintendent

Exhibit C
To Mr. Byrd
Date 5-2-2011 Time 8:05

WHILE YOU WERE OUT

Dr. Jackson
of Superintendent
Phone

☑ telephoned ☑ please call
☐ called to see you ☐ will call again
☐ wants to see you ☑ urgent
☐ returned your call

Message
About the allegations about teacher cheating in this year’s testing and about the huge drop in those scores. He sounded very upset

_________________________ T. Smith, Sec.
MITCHELL COUNTY SCHOOLS  
PRINCETON, KENTUCKY  

April 15, 2011  

Ms. Freda Dean  
101 Maple Street  
Anytown, NC 89341  

Dear Ms. Dean:  

This letter serves as my official notice to you that I have recommended to Dr. Jackson that your contract not be renewed for the 1985-1986 school term.  

Sincerely yours,  

Terry Byrd  

Cc: Personnel File  

What do you mean by this…I am one of the best teachers in this school. Every other principal that has been at this school will tell you that!!! I will show you who is going to be leaving here and it won’t be me!!  

Sheila Dean  

Exhibit E
University of Kentucky
College of Math and Science

April 28, 2011

Dear Principals:

The State University recognizes there are numerous deserving students in the public schools across our great state. In order to keep the best students at home for their higher education years, the State Legislature Senate Bill 225 instituted a program last session which allows our campus to offer tuition and fees scholarships to several students from the top 3% of your graduating class. In addition to ranking in the top 3% of the class, each nominee should have scored at least 1100 on the SAT, have taken a college preparatory curriculum and be available for an interview on our campus May 23, 2011. Those students taking the ACT should have a comparable score.

Please complete the enclosed forms listing all students at your school who meet these criteria. The form must be returned to the admissions office by May 12, 2011 in order to give us time to prepare for the interviews and notify candidates.

Thank you for your prompt attention.

Sincerely,

I.R. Able

I.R. Able
Director of Financial Aid

Enclosures
Ms. Byrd:

I hope you get this note. I decided to send it with your nephew Stephen Bird. He has been late to my class a number of times this semester and your assistant principal Mrs. Smith cannot seem to help. Stephen has been sent to the office 4 times. I am tired of his disruptive, belligerent behavior and I expect some action this time.

Arnold Baker
Spanish Teacher
To Mr. Byrd Principal

Date May 1, 2011 Time 4:30pm

WHILE YOU WERE OUT

M Donna Sowder of Lexington Herald Leader Phone 606-555-1234

☑ telephoned ☑ please call
☐ called to see you ☐ will call again
☐ wants to see you ☐ urgent
☐ returned your call

Message

Would like to talk to you about the arrest of two of our teachers by the Mitchell County Sheriff’s Department and the Kentucky State Police last night for their involvement in child pornography.

_________________________ T. Smith, Sec.

Exhibit H
OFFICE OF THE SUPERINTENDENT

MITCHELL COUNTY SCHOOLS

PRINCETON, KENTUCKY

April 30, 2011

MEMORANDUM

TO:      Terry Byrd Principal

FROM:    Thomas H. Daniel, Director of Certified Personnel

SUBJECT: Teacher Evaluations

As of this date all teacher evaluations should have been completed. According to personnel records, there are at least five teacher evaluations from your school not yet on file in this office. We also have no record of six of your teachers completing their mandatory professional development activities to keep their teaching license active. Please attend to this matter as promptly as possible.

Cc: Dr. Terry Jackson
    Personnel File

Exhibit I
Mr. Byrd – This is Helen Smith from the class next door to your office. Someone from the lunchroom called up. They said that the hot water boiler pipes have broken and the lunchroom is flooded. They are cleaning up the mess now but they will need to close the restrooms on that side of the building. If the maintenance boys can’t get the boiler fixed they won’t be able to cook and serve lunch. I think they want you to come down and take a look.
Principal Byrd:

I will be doing a very interesting lesson during the first two periods today. I hope you can come to one of these classes and see once and for all that I am a good teacher.

Jane Brooks

Exhibit K
To Ms. Principal ____________________________

Date 5-2-2011   Time ___7:59am____

WHILE YOU WERE OUT

M. Jones

of  Bus Garage

Phone ____________________________

☑ telephoned    ☐ please call
☐ called to see you    ☐ will call again
☐ wants to see you    ☐ urgent
☐ returned your call

Message __________________________________

Students on Bus #208 will be late. Accident at Main Street and Fourth Avenue. One Student taken to the hospital. Bus driver arrested for DUI ___________________________________

_________________________    Mel
Dear Mr. Byrd

I will drop in around ten today to plan our recognition tea for the volunteers next week.

Sorry to be so late. But, as you know, we’ve been on a cruise in the Adriatic for the last two months. I can’t wait to show you and your faculty our pictures and movies of all the exciting places we have been!!

Sincerely,

(Mrs.) Sally Harper
P.T.A. President

5/2/2011

Class Attendance, Plagiarism and Grade Appeal Process: Refer to the University of the Cumberlands’ policies in the University Catalog and Student Handbook.

Academic Accommodations: “Students who may have a disability meriting an academic accommodation should contact the Academic Affairs Office in GATL 114 to ensure their needs are properly evaluated and that documentation is on file. Any accommodations for disabilities must be re-certified each semester by the Academic Affairs Office and the Special Accommodations Committee before course adjustments are made by individual instructors.”
Course Guidelines and Behavioral Expectations:
Classroom courtesy is essential. Students who attend class are motivated to learn and are annoyed when other students engage in disruptive behavior. Chatting with friends and similar behaviors are annoying and distracting to other students. Please respect the right of each student to hear and view the lecture and participate in class discussion. If you feel the need to converse with a classmate, please leave the room so that your activities will not disrupt class or interfere with the attention of other students. Please be particularly attentive to the effects of your actions and help maintain an appropriate environment during exams.

Plan of Evaluation:
Student grades will be based on the results of the following assessments;
- A mid-term exam 100 points
- Week six exam 100 points
- In-basket activity 100 points
- Diversity Case Study 100 points
- Documented Ten House of Field Experience 100 points
- Final Exam 100 points

Total 600 points

Please note that each student must successfully complete the Course Anchor Assessment located on page six of this syllabus. Although no point value is placed on the assessment in terms of being used for a course grade, each student should understand that no course credit can be given unless the Course Anchor Assessment is completed to the satisfaction of the instructor.

Grading Scale:
- 90-101 A
- 80-90 B
- 70-80 C
- Below 69 F

Writing Expectations: Each student must demonstrate proficiency in the use of the English language in all work submitted for this course. Grammatical errors, spelling errors, and writing that do not express ideas clearly will affect your grade. The professor cannot provide remedial help concerning writing problems that a student might have. Students who are unable to write correctly and clearly are urged to contact their advisor for sources of remedial help.

Technology Outcomes: This course requires students use technology through searching job vacancy announcements, single salary pay schedules, researching articles and developing responses to case studies assigned by the instructor.

Current, Updated Bibliography:

University of the Cumberlands Advanced Education Studies: Specialty Certification (Principal Preparation Program) Candidate Handbook, August 2013

Burden, P.R., and D. Wallace (1983). Tailoring staff development to meet teacher needs. Paper presented at the Association of Teacher Educators meeting, Wichita, KS.


### Tentative Course Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s) Addressed</th>
<th>Activities and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Introducing Human Resources Administration</td>
<td>Submission of (1) Single Salary Plan and (2) Vacancy Notice</td>
</tr>
<tr>
<td>Week Two</td>
<td>• Strategic Human Resource Planning</td>
<td>Submission of Leadership and Management Assessment Tests (Not for Grade)</td>
</tr>
<tr>
<td></td>
<td>• Equal Opportunity/Affirmative Action</td>
<td>Submission of Case Study Assignment</td>
</tr>
<tr>
<td>Week Four</td>
<td>• Recruitment and Selection of Personnel</td>
<td>Test One</td>
</tr>
<tr>
<td></td>
<td>• Diversity Issues in Employment</td>
<td>Submission of In-basket Assignment</td>
</tr>
<tr>
<td>Week Three</td>
<td>• Interviewing Applicants</td>
<td>Using various job vacancy notices of schools within the state aspiring principals will</td>
</tr>
<tr>
<td>Saturday</td>
<td>• Training and Developing Employees</td>
<td>conduct interviews of individuals</td>
</tr>
<tr>
<td>Session</td>
<td></td>
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<tr>
<td>Week Five</td>
<td>• Orientation, Induction and Mentoring</td>
<td>Submission of Case Study Assignment</td>
</tr>
<tr>
<td>Week Six</td>
<td>Motivating Employees</td>
<td>Submission of Case Study Assignment</td>
</tr>
<tr>
<td>Week Seven</td>
<td>Staff Development and Assisting the Marginal Teacher</td>
<td>Test Two</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submission of Case Study Assignment</td>
</tr>
<tr>
<td>Week Eight</td>
<td>Supervision and Evaluation</td>
<td>Submission of Case Study Assignment</td>
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<tr>
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<td></td>
<td>Final Exam</td>
</tr>
<tr>
<td>Week Nine</td>
<td>Communicating Results of informal and formal observations to the Instructional</td>
<td>Review of Kentucky’s School Council Law</td>
</tr>
<tr>
<td>Saturday</td>
<td>Staff</td>
<td>KRS 160.345 Regarding the Council’s Responsibility Regarding Personnel</td>
</tr>
<tr>
<td>Session</td>
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<tr>
<td>Week Ten</td>
<td>Employee Benefits</td>
<td></td>
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<tr>
<td>Week Eleven</td>
<td>Evaluating Employee Performance</td>
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<tr>
<td>Week Twelve</td>
<td>Documenting Employee Actions</td>
<td>Test Three</td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>Ethics, Employee Rights and Fair Treatment at Work</td>
<td></td>
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<tr>
<td>Week Fourteen</td>
<td>Employee Separations</td>
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<tr>
<td>Saturday</td>
<td>Collective Bargaining</td>
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<tr>
<td>Session</td>
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<tr>
<td>Week Fifteen</td>
<td>Communication Channels</td>
<td></td>
</tr>
<tr>
<td>Week Sixteen</td>
<td>Employing Classified Staff</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
Matrix Connecting ISLLC Standards to ADMOL 679: Research and Development: Capstone Project.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
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A school administrator is an educational leader who promotes the success of all students by becoming a:

I. Visionary Leader – facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

II. Curricular Leader – advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

III. Managerial Leader – ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

IV. Cultural Leader – collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources.

V. Ethical Leader – acting with integrity, fairness, and in an ethical manner.

VI. Political Leader – understanding, responding to, and influencing the larger political, social, legal, and cultural context.

Matrix Connecting TSSA Standards to ADMOL 679: Research and Development: Capstone Project

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</table>

I. Leadership and Vision
II. Learning and Teaching
III. Productivity and Professional Practice
IV. Support, Management, and Operations
V. Assessment and Evaluation
VI. Social, Legal, and Ethical Issues

Matrix Connecting KyCLS Dimensions to ADMOL 679: Research and Development: Capstone Project

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Dimension 1. Leading Teaching and Learning
Dimension 2. Assessing the Instructional Program and Monitoring Student Performance
Dimension 3. Securing and Developing Staff
Dimension 4. Building Culture and Community
Dimension 5. Creating Organizational Structures and Operations
Dimension 6. Leveraging Community Systems and Resources
Professor: Debbie Daniels  
E-mail: debbie.daniels@ucumberlands.edu  
Phone: 606-793-0569

**UNIT’S CONCEPTUAL FRAMEWORK**
The Department of Education at University of the Cumberlands has adopted the theme “Reflective Constructors of Quality Learning Experiences through Critical Thinking” to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on Christian values, respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Strategic, Evaluative and/or Communicative knowledge base.

**Course Alignment with the Conceptual Framework**
This course is aligned with the Universities’ Conceptual Framework through the emphasis placed in the course on Reflection, Critical Thinking and Quality Learning Experiences. This course focuses on all six dimensions of the Principal Learning Continuum and provides the candidate time to allow the candidate to follow through with appropriate strategic planning and apply that planning through the Capstone Project.

**Required Materials:** Texts and support materials from Level I coursework within the program.

**Prerequisites:** ADMOL 650, Introduction to School Leadership; ADMOL 671 The School Principal’s Role in Curriculum Leadership; ADMOL 676 Human Resource Management and Supervision; ADMOL 661 The School Principal’s Role in Improving School Climate and Culture; ADMOL 662 School and Community Relations; ADMOL 675 The School Principal’s Role in Creating Organizational Structures and Operations; ADMOL 672 The School Principal’s Role in Assessing the Instructional; Program and Monitoring Student Performance

**Course Description:** This course provides field experiences and opportunities for candidates pursuing Level 1 Principal certification to complete the Capstone Project. The University Advisor and University Mentor will work with the aspiring candidate on the development of this research project in preparation for the committee presentation. (3 hours)

**Purpose of the Course and Pedagogical Features:** This course is the culminating experience of the Level I Principalship program. The course is designed to provide candidates with a University Faculty Advisor to facilitate in completing the Capstone Project. While the relationship between University Advisor and candidate runs the entire course of the program, candidates register for this course as the final course in the prescribed program to present the Capstone Project as evidence of a successful program preparation experience.
Alignment of Course Objectives, Tasks and Outcomes as related to Standards:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>ISLLC Standards</th>
<th>TSSA Standards</th>
<th>Specific Learning Tasks/Program Outcomes Associated With the Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands, analyzes and applies school data to: Identify learning and achievement gaps; Determine system, instructional, and student needs; Develop a monitoring and improvement process for curriculum, instruction, evaluation, and professional development.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Capstone Project</td>
</tr>
<tr>
<td>Understands how to use data to prioritize decisions and drive change.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Capstone Project</td>
</tr>
<tr>
<td>Understands the importance of monitoring classroom assessments to inform instructional practice.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Capstone Project</td>
</tr>
<tr>
<td>Understands how to conduct and interpret research to improve student performance.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Capstone Project</td>
</tr>
<tr>
<td>Understands the need to identify and remove barriers to student learning.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Capstone Project</td>
</tr>
</tbody>
</table>

Learning Tasks /Program Outcomes:

**Research Methods:** Candidates will utilize the Research Methodologies learned in their Master’s Program.

**Capstone Project:** The candidate will conduct, lead and evaluate a strategy for school improvement that assesses the instructional program and monitors student performance (e.g., guided self-study or review, Red Flag analysis of Kentucky Performance Report, school improvement plan development, implementation and/or impact checks, continuous assessment data [formative, interim, summative], walkthrough data, achievement gap interventions). The principal at the school where this Anchor Assessment is conducted will guide, coach and facilitate the candidate’s activities.

The candidate will engage in a range of actions (i.e., observing, analyzing, planning, organizing, coordinating, monitoring, leading) as follows:

- The candidate will select a school improvement strategy based on observations, data and collaboration with the principal and local school team. Analysis should provide a rationale for undertaking the school improvement strategy the candidate has selected.
- The candidate will identify and recruit stakeholder groups that will participate in the school improvement strategy and will coordinate and direct the school improvement strategy by leading these stakeholder group(s) to:
  - Collect, synthesize and analyze relevant data to assess the instructional program and monitor student performance
  - Prioritize and report findings using meaningful data displays
  - Identify an action-to increase student achievement based on the findings
  - Develop a plan to implement the action Evaluate the impact of the action.
- The candidate will develop a comprehensive assessment plan to determine a student’s educational needs. The plan will take into account classroom variables, multiple sources of information, beneficial educational outcomes, and research-based interventions.
  - Administer, score, and interpret a teacher-designed measure of academic achievement in reading, language, and math.
  - Describe any past or current governmental initiatives that either impact educational assessment or define it, and explain the rationale for the initiatives.
  - Describe the major steps in the assessment process.
  - Outline the procedure for processing referrals for assessment.
  - Select and discuss appropriate informal assessment measures to address literacy, numeracy, or social and behavioral aspects of the school curriculum.
  - Demonstrate by discussion or writing the major components for completing a report to a parent/school.
  - Discuss how to make educational or behavioral recommendations based on assessment data and effectively communicate the results to teachers and parents.
- The candidate will prepare a final presentation and report of findings and recommendations to be shared with principal and school community.
  - The report will include review of the literature and research of the topic as well as findings and recommendations from evaluation.
  - The report will include the candidate’s reflection about conducting, leading and evaluating this school improvement project. The reflection will show evidence of:
    - Rationale for the selection of the task
    - Interview/questionnaire/survey data
    - Documents that guide task (e.g., data collection instruments, directions from KDE or accreditation agency, KRS, KAR)
    - School documents(e.g., local, state and national assessment data, school report card, demographic data, curriculum, student grades, professional development plan, school improvement plan, implementation and impact checks of the school improvement plan, protocol for analyzing student work and student work, teacher-designed common, formative, interim and summative assessments, lesson plans)
    - Anecdotal record and reflection
    - Meeting notices/agendas/minutes
    - Timeline/ checklist of activities
    - Presentation materials (e.g., PowerPoint slides, handouts)
    - Summary data collection
    - Final study report
**Rubric:**
Through a collaborative process involving the professor and the district contact, performance evaluation will be based on (a) assessment of observed performance (b) critique of documents presented in assessments and (c) written reflections and self-assessments.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exceeds Standard (93%-100%)</th>
<th>Satisfactorily Meets Standard (76%-92%)</th>
<th>Unsatisfactorily Meets Standard (0 – 75%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection, Analyses and Synthesis of Data</td>
<td>● Candidate creatively collects, analyzes and synthesizes school data from a variety of sources to determine system, instructional, and student needs for all students across all diverse cultures.</td>
<td>● Candidate collects, analyzes and synthesizes school data from a variety of sources to determine system, instructional, and student needs.</td>
<td>● Artifacts reflect insufficient data to determine the system, instructional and student needs.</td>
</tr>
<tr>
<td>Use of Data</td>
<td>● Candidate and stakeholders work collaboratively in all aspects to use the data to prioritize decisions and to identify the strategy to be undertaken with evidence showing collaboration and creativity.</td>
<td>● Candidate and stakeholders use the data to prioritize decisions and to identify the strategy to be undertaken.</td>
<td>● Artifacts reflect minimal stakeholder participation and little or no evidence to support decisions made.</td>
</tr>
<tr>
<td>Leadership</td>
<td>● Candidate leads stakeholders in analyzing data, reporting findings, and creating a written action plan based on the data with evidence of strong leadership skills.</td>
<td>● Candidate leads stakeholders in analyzing data, reporting findings, and creating a written action plan based on the data.</td>
<td>● Artifacts indicate faulty and/or incomplete interpretation of data and vague and/or inconsistent organizational planning.</td>
</tr>
<tr>
<td>Written Plan</td>
<td>● Candidate’s plan shows a strong connection to assessing instructional programs that will improve student learning. Evaluation demonstrates meaningful results. Artifacts reflect multiple and various sources of data and logical reasons for recommendations made for improvement of student achievement.</td>
<td>● Candidate’s plan shows a connection to assessing instructional programs that will improve student learning. Evaluation demonstrates results. Artifacts reflect multiple sources of data and logical reasons for recommendations made for improvement of student achievement.</td>
<td>● Artifacts reflect minimal application to improving student learning. Evaluation demonstrates minimal results. Artifacts reflect few sources of data and unsupported reasons for recommendations made for improvement of student achievement.</td>
</tr>
<tr>
<td>Reflection</td>
<td>● Candidate reflects upon conducting, leading and evaluating this school improvement project with depth and detail.</td>
<td>● Candidate reflects upon conducting, leading and evaluating this school improvement project.</td>
<td>● Candidate provides little or no reflection upon conducting, leading and evaluating this school improvement project.</td>
</tr>
</tbody>
</table>
Field Experience Requirements: Field Experience for the Capstone Project is provided within all Level I courses. No additional hours are required for this Research Study.

Class Attendance, Plagiarism and Grade Appeal Process: Refer to the University of the Cumberlands’ policies in the University Catalog and Student Handbook.

Academic Accommodations: “Students who may have a disability meriting an academic accommodation should contact the Academic Affairs Office in GATL 114 to ensure their needs are properly evaluated and that documentation is on file. Any accommodations for disabilities must be re-certified each semester by the Academic Affairs Office and the Special Accommodations Committee before course adjustments are made by individual instructors.” (This is verbatim from the UC catalog.)

Course Guidelines and Behavioral Expectations:
- Study after study has linked successful academic performance with good class participation. Those who assume positions of responsibility (that is, who become leaders) must “show up” in order to be effective. Therefore, students are expected to actively participate in class discussions by sharing ideas and experiences and by responding to questions from the instructor. Furthermore, only the student can make contributions to the class and all students suffer when viewpoints of colleagues are missed in discussions.
- Student’s Responsibility: Students are responsible for obtaining assignments for each class and keeping track of any changes throughout the course. If the student is unsure about any assignment or assistance is needed, the instructor should be the first contact.
- Late Work: Assignments, including postings on discussion threads, are to be completed on time according to the timeline posted by the instructor. It is important to keep up and complete work on time. Late assignments will NOT receive full credit.

Plan of Evaluation:
To receive full credit, work must be submitted by the assigned date. There is a reduction of 10% of the total credit for each day it is late. The Capstone Project will be scored based on the Rubric. Candidates will not be recommended for certification without the successful completion of this Capstone Project.
Grading Scale:
Your overall course grade will be determined according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
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<tr>
<td>C</td>
<td>70% - 79%</td>
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<tr>
<td>F</td>
<td>&lt; 69%</td>
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</table>

Writing Expectations: Learning outcomes for candidates’ writing competencies include clarity of thought, discernment in planning and organization, and integration of evidence and criteria.

- Written assignments must be typed, double-spaced, with one-inch margins and 11 or 12-point font.
- The instructor expects that students will have knowledge of appropriate forms of documentation and use it where appropriate. Use the APA format and style of notation to credit all sources that are not your own.
- There is a craft to writing. Spelling, grammar, punctuation and diction (word usage) are all tools of that craft. Writing at the collegiate level will show careful attention to these elements of craft. Work that does not exhibit care with regard to these elements will be considered as inadequate for college writing and graded accordingly.

Technology Outcomes:
Students in the School of Education are expected to have a home computer or laptop, Internet access, and basic office software (Microsoft Word, PowerPoint, and Excel). In addition, students are expected to have basic competencies in the following areas.

1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help students search for various types of information via the internet.
5. Be able to subscribe, participate in, and sign off education related list serves.
6. Be able to access and use education related CD-ROM and online data bases.
7. Be knowledgeable of the legal and ethical codes which relate to education and technology.
8. Be able to use the Internet for finding and using continuing education opportunities.
9. Be able to evaluate the quality of Internet information.
Reflective Constructors of Quality Learning Experiences Through Critical Thinking

ADMOL 678: Seminar on the Learning Environment: Culture and Climate (3 hours)
Course Syllabus – Term
Day, Time

Matrix Connecting ISLLC Standards to ADMOL 678: The School Principal: Instructional Leadership and Culture & Climate.

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A school administrator is an educational leader who promotes the success of all students by becoming a:
I. **Visionary Leader** – facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
II. **Curricular Leader** – advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
III. **Managerial Leader** – ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
IV. **Cultural Leader** – collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources.
V. **Ethical Leader** – acting with integrity, fairness, and in an ethical manner.
VI. **Political Leader** – understanding, responding to, and influencing the larger political, social, legal, and cultural context.

Matrix Connecting TSSA Standards to ADMOL 678: Seminar on the Learning Environment

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I. **Leadership and Vision**
II. **Learning and Teaching**
III. **Productivity and Professional Practice**
IV. **Support, Management, and Operations**
V. **Assessment and Evaluation**
VI. **Social, Legal, and Ethical Issues**


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Dimension 1. **Leading Teaching and Learning**
Dimension 2. **Assessing the Instructional Program and Monitoring Student Performance**
Dimension 3. **Securing and Developing Staff**
Dimension 4. Building Culture and Community
Dimension 5. Creating Organizational Structures and Operations
Dimension 6. Leveraging Community Systems and Resources

ADMOL 678, Seminar on the Learning Environment: Climate and Culture

Professor: Dr. Houston Barber  E-Mail: Houston.barber@ucumberlands.edu
Phone: 502-314-8960

UNIT'S CONCEPTUAL FRAMEWORK
The Department of Education at University of the Cumberlands has adopted the theme “Reflective Constructors of Quality Learning Experiences through Critical Thinking” to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on Christian values, respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Strategic, Evaluative and/or Communicative knowledge base.

Course Alignment with the Conceptual Framework
This course is aligned with the Universities’ Conceptual Framework through the emphasis placed in the course on Constructivism, Critical Thinking and Quality Learning Experiences. This course focuses on how principals can improve the learning experiences of students in the Professional Learning Community through effective leadership in building a positive school culture and climate. The use of critical thinking as well past learning experiences are an integral part of the foundation of this course.

Required Texts:

*The Missing Piece of the Proficiency Puzzle*

Suggested Texts:

Prerequisites: Completion of Level 1 courses

Course Description: This course is designed to provide authentic learning experiences that incorporate an understanding of the School Principal as an Instructional Leader in creating a positive culture and climate. The course focuses on understanding the school as an organization with systems, structures and operations which impact school culture; identifying, assessing and shaping school culture; identifying, defining and recognizing critical elements of school culture; and identifying and addressing barriers to positive school culture. Course content will connect to
prior knowledge gained during Level I to extend that learning and build the capacity of new principals. Module 1: Understanding the Impact of School Culture; Module 2: Knowledge and Understanding of the Impact of Professional Learning Communities on School Culture; Module 3: Understanding How to Improve Family and Community Partnerships to Make a Positive Impact on School Culture. (3 hours)

**Purpose of the Course and Pedagogical Features:** This course focuses on issues related to instructional leadership in creating and maintaining a positive and proactive culture & climate. The development of lifelong learning is emphasized. Emphasis is placed on providing the candidate current pedagogical knowledge about the School Principal’s Role in Instructional Leadership and Culture & Climate. This course consists of a combination of lectures, readings, work groups, in-class study analyses, video viewing, guest speakers, written assignments and discussions of class topics, journal/reflection entries, and field and clinical experiences.

**Alignment of Course Objectives, Tasks and Outcomes as related to Standards:**

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>ISLLC Standards</th>
<th>TSSA Standards</th>
<th>Learning Tasks/ Program Outcomes Associated With the Objective</th>
</tr>
</thead>
</table>
| Understand the school as an organization with systems, structures and operations which impact school culture | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 6 | 2) Purkey’s 5 P Framework Activity  
3) SWOT Analysis  
4) Action Plans Signature Assessment |
| Understand information about identifying, assessing and shaping school culture | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 6 | 2) Purkey’s 5 P Framework Activity  
3) SWOT Analysis  
4) Action Plans Signature Assessment |
| Identify, define and recognize critical elements of school culture                | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 6 | 2) Purkey’s 5 P Framework Activity  
3) SWOT Analysis  
4) Action Plans Signature Assessment |
| Identify and address barriers to positive school culture                          | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 6 | 2) Purkey’s 5 P Framework Activity  
3) SWOT Analysis  
4) Action Plans Signature Assessment |
| Promote improvement of school culture                                            | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 6 | 2) Purkey’s 5 P Framework Activity  
3) SWOT Analysis  
4) Action Plans Signature Assessment |
| Identify, describe, and understand the various characteristics of professional learning communities that focus on student learning and achievement | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 6 | 5) Gathering of materials and Reading  
6) Article Reflection  
7) Class Discussions  
8) Success Analysis Protocol |
<table>
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<tr>
<th>Action Plan to improve effectiveness of the school’s PLCS</th>
<th>9)</th>
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<tbody>
<tr>
<td>Discuss and utilize the work of the professional learning community and how that work can be made effective through the use of numerous “protocols.”</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Develop an agreement that accountability for student learning is to be shared by all staff members and school leaders.</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Evaluate and apply what research says about professional learning communities and their effect on student learning and achievement.</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Collect and analyze data regarding school’s family/community engagement</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Utilize shared decision making process</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Understand the impact of family and community support programs and family/community and school partnerships on enhanced student performance</td>
<td>1, 2, 3, 4, 5, 6</td>
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</table>

5) Gathering of materials and Reading
6) Article Reflection
7) Class Discussions
8) Success Analysis Protocol
9) Action Plan to improve effectiveness of the school’s PLCS

5) Pre-Class Gathering of materials and Reading
6) Article Reflection
7) Course Discussions
8) Success Analysis Protocol
9) Component Two Assessments Signature Assessment

10) Data gathering
11) Class Discussions
12) Crosswalk Signature Assessment

10) Data gathering
11) Class Discussions
12) Crosswalk Signature Assessment

10) Data gathering
11) Class Discussions
12) Crosswalk Signature Assessment
Learning Tasks /Program Outcomes:

1) Participation

Class interactions will be large contributors to learning in this class. Therefore, students are expected to engage in intelligent discussion of the assigned topic in all areas (Discussion Board Activities, Chats, Forums, Shared Papers, etc.). Point adjustments will be taken for non-participation.

Candidates will complete several activities as part of participation designed to help process course information or to demonstrate understanding of materials. These will correspond to the course topics and will involve practicing or utilizing new course concepts. Activities will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Active and meaningful completion of the activity and/or demonstrates complete understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>B</td>
<td>Significant completion of the activity and/or demonstrates significant understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>C</td>
<td>Partial completion of the activity and/or demonstrates partial understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>D</td>
<td>Limited completion of the activity and/or demonstrates minimal understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>F</td>
<td>No completion and/or no attempt to understand the task/lesson/activity.</td>
</tr>
</tbody>
</table>

To develop collaborative leadership skills and holistic understanding of the P-12 principalship, candidates will work in three-member groups (each with collective experiences in an elementary school, a middle school, and a high school) on all projects and activities within this course. Sharing of work with candidate peers and principals is intended to develop reflective skills and ability to respond appropriately to publicly presented questions and criticism.

Module 1: Understanding the Impact of School Culture

This module component is designed to provide information about:

- Understanding the school as an organization with systems, structures and operations which impact school culture
- Identifying, assessing and shaping school culture
- Identifying, defining and recognizing critical elements of school culture
- Identifying and addressing barriers to positive school culture
- Promoting improvement of school culture

Essential Questions are:

- How does a principal use data to assess and shape school culture?
- How does a principal reinforce norms of behavior within a school culture conducive to student learning as well as achievement and retention rates among staff?

2) Purkey’s 5 P Framework Activity (5 Field Experience Hours)
• Candidates will obtain school data that will provide a picture of their school’s culture (e.g., School Improvement Plan (SIP); test data; faculty, parent, or student culture surveys; demographic data; teacher turnover rate; master schedule; attendance data; mission statement; school policies).

• Using Purkey’s 5P framework (people, places, policies, processes, programs) for understanding organizations, participants will determine which one of the 5Ps is represented in each piece of school data. http://www.invitationaleducation.net/

• Candidates will observe gaps and overlaps in the previous activity and using the 5P framework as a lens for thinking about strengths and needs of their schools, they will reflect and create a written discussion around examples of data that might be overlooked by school leaders as they assess school culture.

• Participants will list under each one of the 5Ps all of the data that could provide information about a school’s culture. They will then further reflect and create a written discussion around data that would allow a leader to dig deeper and learn more than the obvious data (SIP, culture surveys, etc.) provide.

3) SWOT Analysis (2 Field Experience Hour)

• Participants will complete a SWOT analysis for their individual schools. [http://www.mindtools.com/pages/article/worksheets/SWOTAnalysisWorksheet.pdf]

4) Action Plans (5 Field Experience Hours)

• Working with a team composed of students, parents, school staff, and community members, candidates will create three action plans, two short-term and one long-term. Teams will identify one issue under each of the 5Ps on which their school needs to focus a plan. Each action plan should include action steps, timeframe, resources, responsible persons, connections to mission and vision. One of the three plans should celebrate an area under one of the 5Ps in which the school is doing well.

• School teams will, within a 5 - 10 week period, implement the action plans.

• Candidates will provide a written reflection on the process of implementation and on the outcomes of the action plans.

Module 2: Knowledge and Understanding of the Impact of Professional Learning Communities on School Culture

This module component is designed to provide information about professional learning communities and the roles they play in improving student learning and achievement. Participants will identify, describe, and understand the various characteristics of professional learning communities that focus on student learning and achievement. The participants will discuss and utilize the work of the professional learning community and how that work can be made effective through the use of numerous “protocols.” The participants will develop an agreement that accountability for student learning is to be shared by all staff members and school...
leaders. Participants will reflect on current practices and explore, evaluate and apply what research says about professional learning communities and their effect on student learning and achievement. Essential Questions are:

- How do principals review the effectiveness of the implementation of professional learning communities that focus on student learning and achievement? Dimension 4, (function, 4.2c)
- How do principals foster individual and collective accountability and leadership capacity among staff members to improve student learning and achievement? Dimension 4, (function, 4.2d)

5) **Gathering of Materials and Reading** (3 Field Experience Hours)
Participants will gather and have the following materials available for this module:

- Copy of school’s improvement plan (CSIP)
- School SBDM by-laws
- Most recent school “report card”
- Any survey information or other data on school culture and professional learning communities within the school
- Recent audit data from Standards and Indicators of School Improvement (SISI), if applicable
- A collection of news letters, e-mail or other communication information pertinent to this topic
- Vision, mission, core values, goals and objectives or other information regarding school culture and professional learning communities
- Student safety handbook
- Teacher Efficacy Survey (if one has been administered)

(Specific assignments from the instructor are given in I-Learn) Using the JIGSAW PROTOCOL, candidates will share information regarding Professional Learning Communities as described in one or more of these books: *Whatever It Takes: How Professional Learning Communities Respond When Kids Don’t Learn* by Rebecca DuFour, Robert Eaker, Gayle Karhanek, and Richard Dufour; *Revisiting Professional Learning Communities at Work*, DuFour, DuFour, Eaker, & Many, 2008; *Getting Started: Reculturing Schools to Become Learning Communities*, Eaker, DuFour & DuFour, 2002.

6) **Article Reflection**


7) **Class Discussions** ((Ungraded: In-Class Activity)
Participants will identify and discuss the cultural changes that are needed to effectively implement PLCs in their school. They will bring school data to class to inform the discussion.

Using the CONSTRUCTIVIST LEARNING GROUPS PROTOCOL, participants will agree on the strategies for overcoming external barriers to establishing effective PLCs in each school. (See page 59 in *The Power of Protocols*).

**8) Success Analysis Protocol** (2 Field Experience Hours)
- Working in groups of three to five using the SUCCESS ANALYSIS PROTOCOL, each participant will describe one area where there is success or progress in practice; then, they will follow the steps found in the protocol. (See page 60 in *The Power of Protocols*, Video clip on PLCs utilized to identify successes of PLCs)

**9) Action Plan to improve effectiveness of the school’s PLCS** (5 Field Experience Hours)
- Based on the analysis of each school’s PLCs, the participants will develop an action plan to improve the effectiveness of the school’s PLCS. The plan should include two or more long term objectives and two or more short term objectives that include actions, time frame, resources, persons responsible and the connection to closing the achievement gaps.
- Within a four to six week time period the participants will implement the action plan.
- The participants will write a reflection on the formative results of the action plan and provide summative results, when completed, using the SWOT analysis method.

**Module 3: Understanding How to Improve Family and Community Partnerships to Make a Positive Impact on School Culture**

This module provides experiences and resources in the following areas:
1. Collection and analysis of data regarding school’s family/community engagement
2. Shared decision making process
3. Family and community support programs
4. Family/community and school partnerships
5. Enhanced student performance through family involvement

**Essential Questions are:**
- How does a principal effectively implement structures and systems to build strong family and community partnerships to enhance student performance?
- How does a principal engage individuals, families, communities, and all stakeholders to be active partners in school success?
10) Data gathering (3 Field Experience Hours)

Candidates will gather this data beginning in Week 5 to be ready for Week 7. This completed pre-class activity will serve as the “ticket” into the class for Week 6.

Directions: Using the rubric, Appendix 1 in The Missing Piece of the Proficiency Puzzle, http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm, determine a rating* for the school for Objectives 1 (Relationship-building), 5 (Learning Opportunities), and 6 (Community Partnerships). Use one of the following methods:

- Gather a small diverse group (e.g., parents, teachers, classified staff) that will individually rate the school and meet to reach consensus. This method is recommended because 1) various stakeholders’ views are considered, and 2) these stakeholders can provide valuable information for a new principal.

- Ask the entire faculty and staff to rate the school; collect the rubrics with ratings to determine the average rating for each objective.

* A number may be assigned to each performance level (e.g., Novice = 1, Apprentice = 2, Proficient = 3, etc.) to make reaching a consensus or averaging ratings easier. Each rater will choose and mark or highlight the performance level that most closely describes the school for each indicator. Reading across the page and performance levels, participants will notice that the indicators match and describe the same specific item – but at different levels of performance. The rater should decide on a performance level for each indicator, moving down the page until each indicator has been rated. After a rating has been discussed and agreed upon (small group), or averaged (whole faculty), for each indicator, the school’s overall rating for each objective can be determined.

11) Class Discussions ((Ungraded: In-Class Activity)

Bring school ratings to class for discussion, analysis, and reflection. Candidates will share and analyze issues that the rating has exposed in activities such as:

- Compression Activity -- Discover common threads/issues in all the schools represented – List the three targeted objectives (1, 5, & 6) from the rubric on chart paper, wall, etc. and ask participants to write on post-it notes their school’s areas of concern and place them under the appropriate objective. Discover and discuss common areas of concern.

- Discussion/Reflection Protocol -- Protect identity of school/principal – On a clean rubric (Objectives 1, 5, & 6) each participant will highlight the performance level of his/her school generally agreed upon for each indicator on the rubric. Make sure rubrics are blind copies with no school or participant identification, shuffle them, and pass out so that each participant is discussing someone else’s rubric. Be sure to include an identifier like a letter or number so the participants can retrieve their rubrics after the activity. Discuss strengths and weaknesses seen on the rubrics by identifying the most pressing issues, targeting an area that could be improved quickly or could impact other
areas, identifying areas of strength for which this school could provide assistance for another school.

- **Big Picture** – Consider issues uncovered from the previous activities, identify most common issues, and place these on a chart.

### 12) Crosswalk

Engage in a crosswalk activity to compare KDE’s *Standards and Indicators of School Improvement* (SISI), Standards 4 and 5, and *The Missing Piece* (MP) rubric, Objectives 1, 5, and 6, to determine where the two documents are similar. Match the MP rubric to the SISI rubric. Discuss the findings in a written paper. The purpose of this activity is to understand that a school audit will include components from *The Missing Piece* rubric.

### 13) Signature Assessment:

This assignment meets Kentucky Teacher Standard 1, ISLLC Standard 2, and Dimension 2 of the Leadership Continuum, specifically. Assessing the Instructional Program and Monitoring Student Performance is essential to becoming an effective principal. This assignment allows the student to utilize knowledge about assessing the instructional program and monitoring student performance and apply this knowledge to a specific situation.

**Task – Developing a Plan to Address a Priority Need** (5 Field Experience Hours)

- Based on activities 12 & 13, choose a priority need from the *The Missing Piece* rubric, including data, and develop a plan to address that need in the school. Be sure to address how the plan will impact student achievement. Form a committee or select an existing school committee to help design and implement the plan. Include people who helped with rating in activity A. Fill out a planning template such as the one below and work to implement the plan following the timeline.
- Reflect on the plan by writing a description of the plan’s implementation, explaining how it worked, as well as what was problematic. Provide your reflections on the plan, including ways that you would improve it in the future.

**Rubric:**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exceeds Standard (93%-100%)</th>
<th>Satisfactorily Meets Standard (76%-92%)</th>
<th>Unsatisfactorily Meets Standard (0 – 75%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection, Analyses and Synthesis of Data</td>
<td>• Candidate creatively collects, analyzes and synthesizes school data from a variety of sources to determine system, instructional, and student needs for all students across all diverse cultures.</td>
<td>• Candidate collects, analyzes and synthesizes school data from a variety of sources to determine system, instructional, and student needs.</td>
<td>• Artifacts reflect insufficient data to determine the system, instructional and student needs.</td>
</tr>
<tr>
<td>Measure</td>
<td>Exceeds Standard (93%-100%)</td>
<td>Satisfactorily Meets Standard (76%-92%)</td>
<td>Unsatisfactorily Meets Standard (0 – 75%)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Use of Data</td>
<td>• Candidate and committee work collaboratively in all aspects to use the data to prioritize decisions and to identify the strategy to be undertaken with evidence showing collaboration and creativity.</td>
<td>• Candidate and committee use the data to prioritize decisions and to identify the strategy to be undertaken.</td>
<td>• Artifacts reflect minimal committee participation and little or no evidence to support decisions made.</td>
</tr>
<tr>
<td>Leadership</td>
<td>• Candidate leads stakeholders in analyzing data, reporting findings, and creating a written action plan based on the data with evidence of strong leadership skills.</td>
<td>• Candidate leads stakeholders in analyzing data, reporting findings, and creating a written action plan based on the data.</td>
<td>• Artifacts indicate faulty and/or incomplete interpretation of data and vague and/or inconsistent organizational planning.</td>
</tr>
<tr>
<td>Written Plan</td>
<td>• Candidate’s plan shows a strong connection to assessing instructional programs that will improve student learning. Evaluation demonstrates meaningful results.</td>
<td>• Candidate’s plan shows a connection to assessing instructional programs that will improve student learning. Evaluation demonstrates results.</td>
<td>• Artifacts reflect minimal application to improving student learning. Evaluation demonstrates minimal results.</td>
</tr>
<tr>
<td>Reflection</td>
<td>• Candidate reflects upon conducting, leading and evaluating this plan with depth and detail.</td>
<td>• Candidate reflects upon conducting, leading and evaluating this plan.</td>
<td>• Candidate provides little or no reflection upon conducting, leading and evaluating this plan.</td>
</tr>
</tbody>
</table>

**Field Experience Requirements:** Candidates will complete at least 30 field experience hours within this course, observing, implementing and participating with the school principal, the school community, and the school system. For completion of your field experience, candidates will complete a signed time-sheet documenting hours as well as a brief written summary of what was experienced. Experiences will be scored using the Field Experience Rubric. A passing grade cannot be earned without completion of Field Experience hours.

**Class Attendance, Plagiarism and Grade Appeal Process:** Refer to the University of the Cumberlands’ policies in the University Catalog and Student Handbook.

**Academic Accommodations:** “Students who may have a disability meriting an academic accommodation should contact the Academic Affairs Office in GATL 114 to ensure their needs are properly evaluated and that documentation is on file. Any accommodations for disabilities must be re-certified each semester by the Academic Affairs Office and the Special Accommodations Committee before course adjustments are made by individual instructors.” (UC catalog.)

**Course Guidelines and Behavioral Expectations:**
- Study after study has linked successful academic performance with good class participation. Those who assume positions of responsibility (that is, who become leaders) must “show up” in order to be effective. Therefore, students are expected to actively participate in class discussions by sharing ideas and experiences and by responding to questions from the instructor. Furthermore, only the student can make contributions to the class and all students suffer when viewpoints of colleagues are missed in discussions.
Student’s Responsibility:  Students are responsible for obtaining assignments for each class and keeping track of any changes throughout the course. If the student is unsure about any assignment or assistance is needed, the instructor should be the first contact.

Late Work:  Assignments, including postings on discussion threads, are to be completed on time according to the timeline posted by the instructor. It is important to keep up and complete work on time. Late assignments will NOT receive full credit.

Plan of Evaluation:
To receive full credit, work must be submitted by the assigned date. There is a reduction of 10% of the total credit for each day it is late. There are no make-up exams without prior consent of the instructor. Graded work will receive a numeric score reflecting the quality of performance. Relative weights assigned to graded work are as follows:

<table>
<thead>
<tr>
<th>Course Requirement Summary</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>8</td>
</tr>
<tr>
<td>Purkey’s 5 P Framework Activity</td>
<td>8</td>
</tr>
<tr>
<td>SWOT Analysis</td>
<td>8</td>
</tr>
<tr>
<td>Action Plans</td>
<td>8</td>
</tr>
<tr>
<td>Gathering of Materials and Reading</td>
<td>4</td>
</tr>
<tr>
<td>Article Reflection</td>
<td>8</td>
</tr>
<tr>
<td>Success Analysis Protocol</td>
<td>8</td>
</tr>
<tr>
<td>Action Plan to improve effectiveness of the school’s PLCS</td>
<td>8</td>
</tr>
<tr>
<td>Data Gathering</td>
<td>8</td>
</tr>
<tr>
<td>Crosswalk</td>
<td>8</td>
</tr>
<tr>
<td>Field Experience</td>
<td>10</td>
</tr>
<tr>
<td>Signature Assessment: Developing a Plan to Address a Priority Need</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Grading Scale:
Graded work will receive a numeric score reflecting the quality of performance as given above in evaluation methods. Your overall course grade will be determined according to the following scale:

<table>
<thead>
<tr>
<th>Grading</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>F ≤   Below 70%</td>
<td></td>
</tr>
</tbody>
</table>

Writing Expectations: Learning outcomes for candidates’ writing competencies include clarity of thought, discernment in planning and organization, and integration of evidence and criteria.

• Written assignments must be typed, double-spaced, with one-inch margins and 11 or 12-point font.
The instructor expects that students will have knowledge of appropriate forms of documentation and use it where appropriate. Use the APA format and style of notation to credit all sources that are not your own.

There is a craft to writing. Spelling, grammar, punctuation and diction (word usage) are all tools of that craft. Writing at the collegiate level will show careful attention to these elements of craft. Work that does not exhibit care with regard to these elements will be considered as inadequate for college writing and graded accordingly.

Technology Outcomes:
Students in the School of Education are expected to have a home computer or laptop, Internet access, and basic office software (Microsoft Word, PowerPoint, and Excel). In addition, students are expected to have basic competencies in the following areas.

1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help students search for various types of information via the internet.
5. Be able to subscribe, participate in, and sign off education related list serves.
6. Be able to access and use education related CD-ROM and online data bases.
7. Be knowledgeable of the legal and ethical codes which relate to education and technology.
8. Be able to use the Internet for finding and using continuing education opportunities.
10. Be able to evaluate the quality of Internet information.

Current, Updated Bibliography


Center for Improving School Culture (CFISC) Bowling Green, Ky 42104 [www.schoolculture.net](http://www.schoolculture.net)

*Deal, Terrence and Peterson, Kent. Shaping School Culture Fieldbook.* San Francisco, CA: Jossey-Bass, 2002. This book describes ways to shape school culture. It includes concrete tactics, reflective questions, and group activities that can be used with school staffs to read, assess, and transform their cultures.


DuFour, Richard. “Schools as Learning Communities.” *Educational Leadership*. May 2004
Volume 61, Number 8: 6-11.


*Educational Leadership*. September 1998. Entire issue is devoted to the importance of school culture.

EERA: *School Culture and Successful Student Engagement in three schools*. Sept 12, 2008
Understanding Educational leadership: People, power and culture, ...www.eeraecer.eu/publication-database/conference//school_culture_and_successful_student_engagement_in_three_lebanese_schools


Understanding school culture is an essential factor in any reform initiative. Any type of change introduced to schools is often met with resistance and is ...www.usca.edu/essays/vol122004/hinde.pdf

Hipp, K. *Two Steps Forward, One Step Back: The Dance of Foxdale*. Austin, TX: Southwest Educational Development Laboratory, 1997.


International Alliance for Invitational Education. Website for organization founded by Purkey, Seigel, and others. Information about 5 P framework can be found at this website. http://www.invitationaleducation.net/


*The Journal of Staff Development*. Summer 2002. The theme of this issue is school culture.

KASC School Culture and Climate training (6 hrs)
Kentucky Leadership Academy (KLA) Engaging Every Learner training (6 hrs)
Kentucky Leadership Academy (KLA) School Culture training (6 hrs)

National Coalition for Parent Involvement in Education: http://www.ncpie.org/
Parent involvement tool kit at Appalachia Regional Comprehensive Center’s website http://www.arcc.edvantia.org/resources.php?toolkit=65
http://www.ascd.org/publications/educational_leadership/feb05/vol62/num05/School_Culture@_An_Invisible_Essential.aspx
SCHOOL CULTURE: An Introduction understanding of each school culture statement
Another instrument for facilitating the thinking, talking and action of using ... www.smallschoolsproject.org/PDFS/culture.pdf
Understanding School Culture. What is "School Culture"? School culture is the behind-the-scenes context that reflects the values, beliefs, norms. . .
www.uteach.utexas.edu/go/wings/Mentor-Development/School-Culture
Understanding School Culture: Exploring Perspectives Resource Center Context: Establishing a good working relationship between a tutoring program and a school requires sensitivity to students, school culture . . . www.nationalserviceresources.org/learns/perspectives
Understanding School Culture: Self-Reflection Resource Center It is particularly effective if used in conjunction with Understanding School Culture: Becoming an Effective Border-Crosser.
www.nationalserviceresources.org/learns/self-reflection

**Related articles and research on parental involvement:**
Commonwealth Institute for Parent Leadership (CIPL),
www.PrichardCommittee.org/CIPL/tabid/3149/Default.aspx, Trains parents to work with teachers and other parents to raise student achievement in their home communities.
The Education Trust – Parent and Community Engagement
www.edtrust.org/EdTrust/Parents+and+Community


Kentucky Center for School Safety, [www.kysafeschools.org](http://www.kysafeschools.org), Hot topics for parents.

Kentucky Coalition of School Volunteer Organization, [www.kcsvo.org](http://www.kcsvo.org)

Kentucky Department of Education: Parents & Families, [www.kde.state.ky.us/KDE/Instructional+Resources/](http://www.kde.state.ky.us/KDE/Instructional+Resources/)

Kentucky Parent Information & Resource Center (KYPIRC) [www.kypirc.org](http://www.kypirc.org)

Provides research-based curriculum materials and a train the trainer program for Kentucky collaborative partners and parent involvement leaders. Provides local, regional, and statewide support for parents to enhance their involvement in their children’s education by implementing effective parental involvement policies, programs, and activities that will improve children’s academic achievement.


Meadows, B. J. & Saltzman, Marilyn. *Building School Communities: Strategies for Leaders.* Golden, Colorado: Fulcrum Publishing, 2000. This book is a resource to help school leaders not only face the vast array of challenges with their jobs, but also flourish within the vital elements of communication, collaboration, and decision-making. It helps the principals learn to nurture themselves while creating a school that embraces the community.

National Coalition for Parent Involvement in Education, [www.ncpie.org](http://www.ncpie.org)

NCPIE serves as a clearinghouse for resources created by partners that help build and facilitate effective family-school partnerships.

National Educational Association, [www.nea.org/parents/index.html](http://www.nea.org/parents/index.html), Gives tips for parents on how to help their children in school and research to understand how important parental involvement is to their children’s education.

National Standards for Parent/Family Involvement Programs - Standards for effective parent and family involvement programs including activities addressed by six standards. (PTA, 1997)


Parent Education Resources, [www.parenteducation.com](http://www.parenteducation.com), Provides resources for parents such as The Parents’ Kindergarten Handbook and Parenting classes.

Parent Information and Resource Centers (PIRCs) help implement successful and effective parental involvement policies, programs, and activities that 1) lead to improvements in student academic achievement; and that 2) strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children.

booklets, brochures for parents, audio CDs, stuffers for parents, brochures for students, videos, Web content, Presentation Kits, Resource Centers.


**Parent Involvement in Education** - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikeland (Northwest Regional Education Lab, 2001).

Parents Forever, [www.parenting.umn.edu](http://www.parenting.umn.edu). The University of Minnesota Extension develops programs that foster the effective parenting of children and youth, with an emphasis on positive parenting for children birth to young adulthood, divorce issues, violence prevention, and other information to help understand the complex social issues facing families today.

**PRICHARD COMMITTEE FOR ACADEMIC EXCELLENCE**, [WWW.PRICHARDCOMMITTEE.ORG](http://WWW.PRICHARDCOMMITTEE.ORG). AN INDEPENDENT, NON-PARTISAN, NON-PROFIT ORGANIZATION OF KENTUCKY PARENTS AND CITIZENS WORKING TO IMPROVE EDUCATION IN THE COMMONWEALTH AT ALL LEVELS.

Richardson, Joan. “Norms, Put the Golden Rule Into Practice for Groups.” *Tools for Schools*. August/September 1999. This article discusses the importance of positive norms and ways to build these group norms with a school team. A wealth of suggestions can be used to build positive group norms.

Richardson, Joan. “Shared Culture: A Consensus of Individual Values.” by Joan Results. May 2001. This article describes a school that has developed a deep professional culture. Excellent concrete examples are provided of how one school shaped its culture.


**What Research Says About Parent Involvement in Children's Education** (252 KB, 4pp) - Highlights the relationship between parent involvement and academic achievement and references Joyce L. Epstein's six types of parent involvement. (Michigan Department of Education, 2002)

**Tentative Course Calendar:**

<table>
<thead>
<tr>
<th>Class Schedu le</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td></td>
</tr>
<tr>
<td>• Course Orienta tion/ Introduction and Overview</td>
<td></td>
</tr>
<tr>
<td>• Climate and Culture</td>
<td></td>
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<tr>
<td>▪ Definitions</td>
<td></td>
</tr>
<tr>
<td>▪ Similarities/Differences</td>
<td></td>
</tr>
<tr>
<td>▪ Elements that affect each</td>
<td></td>
</tr>
<tr>
<td>Class Schedule</td>
<td>Lecture Topic</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| **Week 2:**    |  ● Strategies for identifying climate and culture concerns  
|                |    ▪ Surveys: all stakeholders: parents, students, teachers, administrators, community, classified staff, district personnel  
|                |    ▪ Process and protocols within organizations and structures  
|                |    ▪ Traditions and history of the learning environment  
|                |    ▪ SWOT: strengths, weaknesses, opportunities, and threats—What does the SWOT analysis tell us about the climate and culture of the school? What are the specific target areas that need to be addressed?  
|                |    ▪ High expectations for all students  
|                |    ▪ Interdisciplinary units in middle school  
|                |    ▪ Culture walk  
| **Week 3:**    |  ● Strategies for addressing and improving school culture  
|                |    ▪ Survey results  
|                |    ▪ SWOT results  
|                |    ▪ Creating a welcoming work environment  
|                |    ▪ Developing and maintaining a shared vision and mission  
|                |    ▪ Rituals and celebrations  
|                |  ● Communication with all stakeholders  
|                |    ▪ Use of all media  
|                |    ▪ Free flow of information  
|                |    ▪ Security  
|                |    ▪ Skills for effective communication  
| **Week 4:**    |  ● Culture: What is the impact of positive/negative culture on student learning and achievement?  
|                |    ▪ Describe the culture within your school. Is it positive or negative?  
|                |    ▪ What are some of the strategies that school leaders should put into practice to create a culture that is positive and reinforces learning and achievement?  
|                |    ▪ What changes are needed to improve the culture within the school?  
|                |  ● Professional Learning Communities: What are professional learning communities?  
|                |    ▪ Define a professional learning community.  
|                |    ▪ Who should comprise the professional learning communities?  
|                |    ▪ What are the roles and responsibilities of the members of professional learning communities?  
|                |    ▪ What are the big ideas of a professional learning community?  
|                |    ▪ What are the effective/ineffective characteristics of professional learning communities?  
| **Week 5:**    |  ● What are the strategies and activities needed to carry out each of these steps?  
|                |    ▪ Determine areas of need  
|                |    ▪ Identify school readiness  
|                |    ▪ Work collaboratively to overcome cultural barriers  
|                |    ▪ Consider the use of an external change facilitator  
|                |    ▪ Identify and overcome external barriers by focusing internally  
|                |    ▪ Begin with learning as the focus  
|                |    ▪ Create a theory of change  
|                |    ▪ Focus Comprehensively on Student Results  
|                |  ● How important is the “Look and Feel” of PLCs within the school? Describe effective implementation of each component.  
|                |    ▪ Caring about learning  
|                |    ▪ Feeling free to take risks  
|                |    ▪ Teacher efficacy  
|                |    ▪ Challenging each other and raising expectations of everyone  
|                |    ▪ Intentional effort to effect quality work  
|                |    ▪ Aggressively and continually building the capacity of each individual to work smarter  

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*University of the Cumberlands Advanced Education Studies: Specialty Certification (Principal Preparation Program) Candidate Handbook, August 2013*
<table>
<thead>
<tr>
<th>Class Schedule</th>
<th>Lecture Topic</th>
</tr>
</thead>
</table>
|                | • What are the activities and procedures that you would employ to put each of the strategies to foster individual and collective accountability among staff members and school leadership to improve student learning and achievement into action?  
  ▪ Emphasize student learning rather than teaching  
  ▪ Supportive and shared leadership  
  ▪ Collective creativity  
  ▪ Shared values and vision  
  ▪ Supportive working and learning conditions  
  ▪ Shared personal practices |
| Week 6:        | • Protocols and their use: How would you use these protocols in each school to make the professional learning communities effective?  
  ▪ Jigsaw (p. 34, *The Power of Protocols*)  
  ▪ Constructivist Learning Groups (pp. 59-60, *The Power of Protocols*)  
  ▪ Success Analysis (p. 60, *The Power of Protocols*) |
| Week 7:        | • Data gathering Activity from *The Missing Piece of the Proficiency Puzzle* |
| Week 8:        | • Class Discussions on school ratings (Continued in Discussion Forum)  
  • Closure: Wrap-Up of Course |
University of the Cumberlands
Education Department

ADMOL 677  Seminar on Educational Change: Instructional Leadership
Course Syllabus – Semester

Matrix Connecting ISLLC Standards to ADMOL 677, Seminar on Educational Change: Instructional Leadership.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
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A school administrator is an educational leader who promotes the success of all students by becoming a:

I. Visionary Leader – facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

II. Curricular Leader – advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

III. Managerial Leader – ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

IV. Cultural Leader – collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources.

V. Ethical Leader – acting with integrity, fairness, and in an ethical manner.

VI. Political Leader – understanding, responding to, and influencing the larger political, social, legal, and cultural context.

Matrix Connecting TSSA Standards to ADMOL 677, Seminar on Educational Change: Instructional Leadership.

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I. Leadership and Vision

II. Learning and Teaching

III. Productivity and Professional Practice

IV. Support, Management, and Operations

V. Assessment and Evaluation

VI. Social, Legal, and Ethical Issues

Matrix Connecting KyCLS Dimensions to ADMOL 677, Seminar on Educational Change: Instructional Leadership.

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Dimension 1. Leading Teaching and Learning  
Dimension 2. Assessing the Instructional Program and Monitoring Student Performance  
Dimension 3. Securing and Developing Staff  
Dimension 4. Building Culture and Community  
Dimension 5. Creating Organizational Structures and Operations  
Dimension 6. Leveraging Community Systems and Resources

EDOL 677 Seminar on Educational Change: Instructional Leadership

Professor: Debbie Daniels  E-Mail: debbie.daniels@ucumberlands.edu  
Phone: 606-793-0569

UNIT’S CONCEPTUAL FRAMEWORK

The Department of Education at University of the Cumberlands has adopted the motto “Reflective Constructors of Quality Learning Experiences through Critical Thinking” to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on Christian values, respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Strategic, Evaluative or Communicative knowledge base.

Course Alignment with the Conceptual Framework

EDOL 677 Seminar on Educational Change is a course that requires candidates to critically examine many of the current educational practices and then to formulate ideas and methods by which schools can make progress in educating all children. To enable this candidates must acquire the above four knowledge bases as they introspectively examine change and its desired effects.

Required Texts & Materials:

4. Douglas B. Reeves The Daily Disciplines of Leadership: How to Improve Student Achievement, Staff Motivation, and Personal Organization
5. FULLAN, MICHAEL. (2010). MOTION LEADERSHIP: THE SKINNY ON BECOMING CHANGE SAVVY. CORWIN PRESS.
Prerequisites: The candidate must have successfully completed Level I certification in the Principalship.

Catalog Description and Credit Hours: This course focuses on the leadership challenges presented by today’s dynamic education environment and examines the organizational change process as it relates to educational settings. Emphasis is on management and leadership strategies and behaviors that facilitate effective change and transformation efforts.

Course Description/Format/Pedagogical Features: This course is designed to develop understandings and skills associated with generating a school culture that is responsive to change/reform and embody the philosophical underpinnings of systemic change. Students will research and discuss theories of organizational change and explore various strategies to bring these theories into practice through administrative leadership. The course requires students to read and reflect on various theories regarding change and school reform. Three credit hours.

Alignment of Course Objectives, Tasks and Outcomes as related to Standards:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>ISLLC Standards</th>
<th>TSSA Standards</th>
<th>Learning Tasks</th>
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<tbody>
<tr>
<td>Analyze the factors, perspectives, and entities that influence educational change.</td>
<td>I, II, III, IV, V, VI</td>
<td>I</td>
<td>2. Book/Article Review</td>
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<td>3. Exams</td>
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<td>4. Field Experience</td>
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<tr>
<td>Demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision</td>
<td>II, III, IV</td>
<td>I</td>
<td>1. Plan to Effect Change within the School</td>
</tr>
<tr>
<td>Apply understanding of the concepts, theories, and models of organizational change to the formulation of workable strategies, policies, and actions to meet the practical challenges of today’s educational organizations</td>
<td>I, II, III, IV, V, VI</td>
<td></td>
<td>2. Book/Article Review</td>
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<td></td>
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<td>3. Exams</td>
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<td></td>
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<td>4. Field Experience</td>
</tr>
<tr>
<td>Apply understanding of organizational change concepts, theories and models to educational settings, including but not limited to 1)History of Organizational Change, 2)Theoretical Foundations of Organizational Change, 3)Nature of Organizational Change, 4)Conceptual and Integrated Models of Organizational Change, 5)Resistance to Organizational Change and Leading Organizational Change</td>
<td>I, II, III, IV, V, VI</td>
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<td>1. Plan to Effect Change within the School</td>
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<td>2. Book/Article Review</td>
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<td>3. Exams</td>
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<td>4. Field Experience</td>
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<tr>
<td>Use qualitative and quantitative data, appropriate research methods, technology, and</td>
<td>III, IV</td>
<td>I, III, IV V, VI</td>
<td>1. Plan to Effect Change within the School</td>
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</table>
information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems  

Demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel  

Develop personal professional growth plans that reflect commitment to life-long learning and best practices  

Apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships  

Identify common resistance tactics and exercise response strategies to survive and overcome challenges  

Exhibit personal proficiency in motivating and sustaining a team through change  

<table>
<thead>
<tr>
<th>Activity</th>
<th>Course Activities</th>
<th>School</th>
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<tbody>
<tr>
<td>Identify the problem/opportunity in the school or school community.</td>
<td>1. Plan to Effect</td>
<td>Change within the School</td>
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<tr>
<td>The candidate should fully explain the problem and how that problem is</td>
<td>Change within the</td>
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<tr>
<td>negatively effecting P-12 student learning.</td>
<td>School</td>
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<tr>
<td>Explore the history of the problem. Where applicable review any previous</td>
<td>2. Book/Article</td>
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<td>attempts to solve the problems and discuss obstacles that prevented a</td>
<td>Review</td>
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<td>final resolution.</td>
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<tr>
<td>Discuss the size or magnitude of the problem or opportunity. Provide</td>
<td>3. Exams</td>
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<tr>
<td>any data available relating to how the problem is viewed by the greater</td>
<td>4. Field Experience</td>
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<td>school community.</td>
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<tr>
<td>Review current literature relating to the problem and identify “Best</td>
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<td>Practices” solutions to the identified problem or opportunity.</td>
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<tr>
<td>Propose one or more potential solutions to the above problem or</td>
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<td>opportunity. Identify how topics such as technology, diversity, college</td>
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<td>and career readiness, can be used in the proposed plan(s).</td>
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<tr>
<td>Provide a timeline and an action plan for each proposed solution.</td>
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<tr>
<td>Identify resources that will be needed and individuals that will be</td>
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<td>responsible for carrying out the proposed solution(s).</td>
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</table>

**Course Activities:**

1. **Plan to Effect Change within the School**

All students taking this course have completed their Level I principal certification. The majority of students taking this course have been employed as a principal. This activity seeks to have each candidate identify and plan for one or more significant and meaningful changes needed to be made within the school or school community. Level I candidates not currently employed as a practicing school administrator will identify the above for the school to which they are assigned. A SWOT (Strengths, Weakness, Opportunity, Threat) Analysis may be beneficial to conduct prior to selecting the proposed change. Candidates are to use the following steps (where applicable) in the presentation of the proposed plan.

1. Identify the problem/opportunity in the school or school community. The candidate should fully explain the problem and how that problem is negatively effecting P-12 student learning.
2. Explore the history of the problem. Where applicable review any previous attempts to solve the problems and discuss obstacles that prevented a final resolution.
3. Discuss the size or magnitude of the problem or opportunity. Provide any data available relating to how the problem is viewed by the greater school community.
4. Review current literature relating to the problem and identify “Best Practices” solutions to the identified problem or opportunity.
5. Propose one or more potential solutions to the above problem or opportunity. Identify how topics such as technology, diversity, college and career readiness, can be used in the proposed plan(s).
6. Provide a timeline and an action plan for each proposed solution. Identify resources that will be needed and individuals that will be responsible for carrying out the proposed solution(s).
(7) The final step in this assignment is to develop an evaluation plan for the selected solution. What criteria will determine if the selected plan is considered a success. Each candidate is to develop the above assignment in an 8 to 10 page paper accompanied with a PowerPoint presentation. This assignment is due on Week Eight and is to be submitted to the instructor and to each class member.

Evaluation criteria for the above are provided in the following chart:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exceeds Standard (93%-100%)</th>
<th>Satisfactorily Meets Standard (76%-92%)</th>
<th>Unsatisfactorily Meets Standard (0 – 75%)</th>
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<tbody>
<tr>
<td>1. Does the proposed plan or opportunity clearly demonstrates achievement of program goals?</td>
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<td>2. Does the plan adequately envision and guide organizational change?</td>
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<tr>
<td>3. Does the plan adequately envision and guide organizational change?</td>
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<td>4. Does the plan communicate effectively, engage constituents, develop people and support the school and community?</td>
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<td>5. To what extent does the plan advocate and promote equity for diverse populations and respect for individuals?</td>
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<td>6. How does the plan integrate theory, data, research and ethical standards into the context of the responsibilities of the school principal?</td>
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<td>7. Is the PowerPoint representative of the identified proposed change and does it support the proposed change?</td>
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<td>8. Is the plan written grammatically correct and free of mechanical errors?</td>
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</table>

2. Book/Article Review

This course requires candidates to read a number of various books and papers on the topic of change and educational reform. Each candidate will compose a three to five page paper in which he or she will discuss the book’s or author’s thesis and salient information regarding school reform and change.
3. Exams
Candidates will take mid-term and final exams to assess understanding of information.

4. Field Experience
Each candidate will visit one or more schools that have instituted a new or innovative educational program for the entire school or for individual classrooms. The intention here is to have the candidate complete one or more site visits to schools outside of the district to observe and learn about different school (reform possibly) models. The candidate is then to prepare a report which will be shared with other classmates concerning the two programs observed. The candidate should provide the class with statistical evidence if available concerning the program’s success, its cost, required program professional development and how the observed districts evaluated the program. The candidate will also include identified barriers to implementing such a program in the district and then suggest ways that those barriers could be overcome.

Field Experience Requirements: This course requires each candidate to complete six hours of field experiences.

Class Attendance, Plagiarism and Grade Appeal Process: Refer to the University of the Cumberlands’ policies in the University Catalog and Student Handbook.

Academic Accommodations: “Students who may have a disability meriting an academic accommodation should contact the Academic Affairs Office in GATL 114 to ensure their needs are properly evaluated and that documentation is on file. Any accommodations for disabilities must be re-certified each semester by the Academic Affairs Office and the Special Accommodations Committee before course adjustments are made by individual instructors.” (This is verbatim from the UC catalog.)

Course Guidelines and Behavioral Expectations: Faculty members expect students to attend class. Classroom discussion participation and assignments will enhance assigned readings. Further, each class will discuss the different required readings. Attention during class will enhance understanding of information, regardless of learning style. Class participation and clinical experience will form the basis for developing sound professional judgment.

Plan of Evaluation:
(1) Proposed Plan to Effect Change within the School - 30% of final grade
(2) Book/Article Review - 30% of final grade
(3) Mid-Term Exam - 10% of final grade
(4) Final Exam – Based on classroom lectures and discussions - 20% of final grade
(5) Field Experience Activity - 10% of final grade

Grading Scale:
90-102 A
80-91 B
70-81 C
Below 69 F
**Writing Expectations:** Learning outcomes for candidates’ writing competencies include clarity of thought, discernment in planning and organization, and integration of evidence and criteria. Each student must demonstrate proficiency in the use of the English language in all work submitted for this course. Grammatical errors, spelling errors, and writing that do not express ideas clearly will affect your grade. Students who are unable to write correctly and clearly are urged to contact their advisor for sources of remedial help.

**Technology Outcomes:** Include specific competencies required in the course. This course will require the candidate to access various information from the internet.

**Current, Updated Bibliography:**
Arlington, VA: American Association of School Administrators


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**Tentative Course Calendar:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics Presented</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>Week One</td>
<td>Change Theories</td>
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<tr>
<td></td>
<td>• Lewin’s Three Step Change Theory</td>
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<td>• Lippitt’s Phases of Change Theory</td>
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<td>• Prochaska and DiClemente’s Change Theory</td>
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<td>• Social Cognitive Theory</td>
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<td>Week Two</td>
<td>Educational Change Theories</td>
<td>• Reflection Paper on <em>Savage Inequalities</em></td>
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<td>• Institutional Change Theory</td>
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<td>• Free Market Theory</td>
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<td>• Roundtable Theory</td>
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<td>Week Three</td>
<td>Change and Educational Reform</td>
<td>• Reflection Paper on <em>What Works in Schools; Translating Research into Action</em></td>
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<td>Week Four</td>
<td>Resistance to Change</td>
<td>• Reflection Paper on <em>A Handbook for</em></td>
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<td>Essential elements for changing whole schools</td>
<td>Reflection Paper on Leading Change</td>
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<td>Week Five</td>
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<td>Reflection Paper on The Daily Disciplines of Leadership: How to Improve Student Achievement, Staff Motivation, and Personal Organization</td>
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<td>Week Six</td>
<td>The culture of schools and the problems of change</td>
<td>Reflection Paper on The Skinny on Becoming Change Savvy</td>
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<tr>
<td>Week Seven</td>
<td>Community Involvement and School Change and the roles for parents and community members in schools</td>
<td>Reflection Paper on Comprehensive School Reform and Student Achievement a Meta Analysis</td>
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<td>Week Eight</td>
<td>Assessment and Accountability</td>
<td>Reflection Paper on What Works in Schools; Translating Research into Action</td>
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Professional Learning Communities at Work
- Reflection Paper on The New Meaning of Educational Change
- Mid-Term Exam
University of the Cumberlands
Education Department
Reflective Constructors of Quality Learning Experiences Through Critical Thinking

ADMOL 670: Seminar on Resource Allocation: Strategic Management and School Budgeting
Term, Day, Time

Matrix Connecting ISLLC Standards to ADMOL 670, The School Principal’s Role in School Budgeting and Strategic Planning.

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II. Learning and Teaching
III. Productivity and Professional Practice
IV. Support, Management, and Operations
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Matrix Connecting KyCLS Dimensions to ADMOL 670, The School Principal’s Role in School Budgeting and Strategic Planning

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Dimension 1. Leading Teaching and Learning
Dimension 2. Assessing the Instructional Program and Monitoring Student Performance
Dimension 3. Securing and Developing Staff
Dimension 4. Building Culture and Community
Dimension 5. Creating Organizational Structures and Operations
Dimension 6. Leveraging Community Systems and Resources

ADMOL 670
Seminar on Resource Allocation: Strategic Management and School Budgeting

Professor: Dr. Tyrone Bynoe
E-Mail: tyrone.bynoe@ucumberlands.edu

Phone: (606) 539-4395

UNIT'S CONCEPTUAL FRAMEWORK
The Department of Education at University of the Cumberlands has adopted the theme “Reflective Constructors of Quality Learning Experiences through Critical Thinking” to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on Christian values, respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Strategic, Evaluative and/or Communicative knowledge base.

Course Alignment with the Conceptual Framework ADMOL 670’s emphasis on resource allocation principles at the local school building level - in concert with their direct impact on improving student performance – is a form of maturity for school leader candidates in the conceptual, evaluative, strategic and communicative knowledge bases of the conceptual framework. In fact, a keen working knowledge of a school building leader’s resource allocation, planning, budgeting, and fiduciary responsibilities necessitates that this educator construct reflectively supportive experiences of learning and critical thinking for all school constituents, stakeholders, and sub-communities.

Required Texts:

Suggested Texts:

Prerequisites: ADMOL 650, Introduction to School Leadership
Course Description: This course analyzes the principles, practices, policies, revenues, and expenditures of strategic management and planning, school budgeting, and school resource allocation at the building level.

Purpose of the Course and Pedagogical Features: This course is designed for school principal licensure candidates to understand the principles of resource allocation at the school building level, featuring the role of strategic management and planning, diverse forms of budgeting, and the school principal’s fiduciary responsibilities. This course consists of a combination of lectures, readings, work groups, in-class study analyses, video viewing, guest speakers, written assignments and discussions of class topics, journal/reflection entries, and field and clinical experiences.

Alignment of Course Objectives, Tasks and Outcomes as related to Standards, Themes and Initiatives:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>ISLLC Standards/TSSA Standards</th>
<th>Outcomes and Activities</th>
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</thead>
</table>
| Students will be able to demonstrate an understanding of the definitional concepts and related concepts of strategic management, school budgeting, and fiduciary responsibilities.                                                        | ISLLC 1, 2, 3, 4, 5, 6; TSSA 1, 2, 3, 4, 5, 6 | • Define and identify the conceptual constructs regarding the terms of strategic management and strategic planning, and explain how these terms relate to school-budgeting.  
• Analyze and simulate the budgeting process through introducing the Strategic Management-School Budget assignment. |
| **CONCEPTUAL**                                                                       |                               |                                                                                        |
| Students will be able to demonstrate an understanding of the concepts and principles of Strategic Management (strategic vision, mission, and both internal and external controls) and School Budgeting for Personnel.                          | ISLLC 1, 2, 3, 4, 5, 6; TSSA 1, 2, 3, 4, 5, 6 | • Explain the process of strategic process of developing and instituting vision, mission, and both internal and external controls.  
• Analyze data on school principal views regarding the priorities and preferences of school budgeting: -Article Critique One  
• Explain the role of strategic management, especially of instructional and non-instructional staff, in the school budgeting process.  
• Analyze and simulate the budgeting process through the Strategic Management-School Budget assignment. |
| **CONCEPTUAL, STRATEGIC, COMMUNICATIVE, and EVALUATIVE**                             |                               |                                                                                        |
| Students will be able to demonstrate a full understanding of the principles.          | ISLLC 1, 2, 3, 4 and 6; TSSA 1, 2, 3, 4, 5, 6  | • Analyze the components of a typical strategic management model as these relate directly |
and concepts inherent in developing an education improvement strategy.

**CONCEPTUAL, STRATEGIC**

Students will be able to demonstrate an understanding of the concepts and principles of Strategic decision implementation and School Budgeting for Instruction

<table>
<thead>
<tr>
<th>ISLLC 1, 2, 3, 4, 5, 6; TSSA 1, 2, 3, 4, 5, 6</th>
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<tbody>
<tr>
<td>• Explain the process of strategy implementation.</td>
</tr>
<tr>
<td>• Analyze and simulate the budgeting process through the Strategic Management-School Budgeting Assignment.</td>
</tr>
<tr>
<td>• Article Critique Two</td>
</tr>
</tbody>
</table>

**CONCEPTUAL, STRATEGIC, COMMUNICATIVE, and EVALUATIVE**

Students will be able to demonstrate an understanding of the concepts and principles of Decentralized School Budgeting.

Students will be able to compare and contrast two types of decentralized budgeting programs, featuring Site-Based Budgeting and Fair-Funding (or Local Management of Schools).

<table>
<thead>
<tr>
<th>ISLLC 1, 2, 3, 4, 5, 6; TSSA 1, 2, 3, 4, 5, 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate an understanding the practices and principles of site-based decision-making through the Site-Based Budgeting simulation.</td>
</tr>
</tbody>
</table>

**CONCEPTUAL, STRATEGIC, COMMUNICATIVE, and EVALUATIVE**

Students will be able to demonstrate an understanding of the concepts and principles of School Budgeting for Student Activities.

Students will be able to demonstrate an understanding of the concepts and principles of special topics featuring:

- School Management and Budgeting for Its Infrastructure
- School Management and Budgeting for Transportation and Food Service

<table>
<thead>
<tr>
<th>ISLLC 1, 2, 3, 4, 5, 6; TSSA 1, 2, 3, 4, 5, 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stimulate an understanding of the principles related the supervision of student activity funds --Student Activity Funds assignment.</td>
</tr>
</tbody>
</table>
School Management and Budgeting of Non-Operating Funds (or Community-based funds)

**CONCEPTUAL, STRATEGIC, COMMUNICATIVE, and EVALUATIVE**

Students will be able to demonstrate an understanding of the concepts and principles of Strategic Management, Planning, and Partnerships for Effective Budgeting.

**CONCEPTUAL, STRATEGIC, COMMUNICATIVE, and EVALUATIVE**

ISLLC 1, 2, 3, 4, 5, 6; TSSA 1, 2, 3, 4, 5, 6

- Analyze the principles of budgeting and choice-making with the intent to improve P-12 learning and teacher quality.
  - Capstone Reflection assignment on resource allocation component of Anchor Assessment Two or School Improvement Plan.

Students will be able to demonstrate an understanding of the concepts and principles of Strategic Management, Planning, and Budgeting during periods of Fiscal Constraint.

**CONCEPTUAL, STRATEGIC, COMMUNICATIVE, and EVALUATIVE**

ISLLC 1, 2, 3, 4, 5, 6; TSSA 1, 2, 3, 4, 5, 6

- Analyze the principles of budgeting and choice-making in periods of fiscal restraint
  - Article Critique.
  - Strategic Management, Planning and Crisis Budget assignment.

Learning Tasks /Program Outcomes:

*Highly effective principals are not distracted by what some think should be done or by what others believe can't be done. Their eyes are fixed on the finish line.* - Elaine K. McEwan (Ten Traits of Highly Effective Principals)

1) Participation and Evaluative Discussion.

Class interactions will be large contributors to learning in this class. Therefore, students are expected to engage in intelligent discussion of the assigned topic in all areas (Discussion Board Activities, Chats, Forums, Shared Papers, etc.). Point adjustments will be taken for non-participation.

Candidates will complete several activities as part of participation designed to help process course information or to demonstrate understanding of materials. These will
correspond to the course topics and will involve practicing or utilizing new course concepts. Activities will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Active and meaningful completion of the activity and/or demonstrates complete understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>B</td>
<td>Significant completion of the activity and/or demonstrates significant understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>C</td>
<td>Partial completion of the activity and/or demonstrates partial understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>D</td>
<td>Limited completion of the activity and/or demonstrates minimal understanding of the task/lesson/activity.</td>
</tr>
<tr>
<td>F</td>
<td>No completion and/or no attempt to understand the task/lesson/activity.</td>
</tr>
</tbody>
</table>

To develop collaborative leadership skills and holistic understanding of the P-12 principalship, candidates will work in three-member groups (each with collective experiences in an elementary school, a middle school, and a high school) on all projects and activities within this course. Sharing of work with candidate peers and principals is intended to develop reflective skills and ability to respond appropriately to publicly presented questions and criticism.

2. **Strategic Management-School Budget Assignment** (Strategic Budgeting Calendar, School Based Allocation Formula [or Staffing Allocation], Materials Allocation, and MUNIS [Purchasing, Accounting and Reporting System])

3. **Student Activity Assignment**

4. **Site-Based Budgeting Simulation**

5. **Strategic Planning and Budget Crisis Assignment**

6. **Budgeting, Planning, and Resource Allocation Component of School Improvement Plan** - (Key contribution to Capstone Project)

7. **Field Experience Report**

8. **Two Article Critiques**

9. **Final Exam**

**Field Experience Requirements:** Candidates will complete at least 10 field experience hours within this course, observing, implementing and participating with an employed, established, and licensed school principal in order to become familiar with specific administrative strategies that relate to the following assignments: Strategic-Management/School Budget assignment, Student Activity Assignment, Site-Based Budgeting Simulation, Strategic Planning and Budget Crisis Assignment, and Budgeting Component of the School Improvement Plan. For completion
of your field experience, candidates will complete the Field Experience Verification Form, which will include the required signature of your cooperating administrator.

**Class Attendance, Plagiarism and Grade Appeal Process:** Refer to the University of the Cumberlands’ policies in the University Catalog and Student Handbook.

**Academic Accommodations:** “Students who may have a disability meriting an academic accommodation should contact the Academic Affairs Office in GATL 114 to ensure their needs are properly evaluated and that documentation is on file. Any accommodations for disabilities must be re-certified each semester by the Academic Affairs Office and the Special Accommodations Committee before course adjustments are made by individual instructors.” (This is verbatim from the UC catalog.)

**Course Guidelines and Behavioral Expectations:**
- Study after study has linked successful academic performance with good class participation. Those who assume positions of responsibility (that is, who become leaders) must “show up” in order to be effective. Therefore, students are expected to participate actively in class discussions by sharing ideas and experiences and by responding to questions from the instructor. Furthermore, only the student can make contributions to the class, and all students suffer when viewpoints of colleagues are missed in discussions.
- **Student’s Responsibility:** Students are responsible for obtaining assignments for each class and keeping track of any changes throughout the course. If the student is unsure about any assignment or assistance is needed, the instructor should be the first contact.
- **Late Work:** Assignments, including postings on discussion threads, are to be completed on time according to the timeline posted by the instructor. It is important to keep up and complete work on time. Late assignments will **NOT** receive full credit.

**Plan of Evaluation:**
To receive full credit, work must be submitted by the assigned date. There is a reduction of 10% of the total credit for each day it is late. There are no make-up exams without prior consent of the instructor. Graded work will receive a numeric score reflecting the quality of performance. Relative weights assigned to graded work are as follows:

<table>
<thead>
<tr>
<th>Course Requirement Summary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Strategic Management-School Budget Assignment</td>
<td>15</td>
</tr>
<tr>
<td>2) Participation (Evaluative Discussions)</td>
<td>9</td>
</tr>
<tr>
<td>3) Student Activity Funds Assignment</td>
<td>6</td>
</tr>
<tr>
<td>4) Site-Based Budgeting Simulation</td>
<td>10</td>
</tr>
<tr>
<td>5) Strategic Management, Planning and Budget Crisis Assignment</td>
<td>10</td>
</tr>
<tr>
<td>6) School Budgeting Component of SIP (Capstone Reflection Assignment)</td>
<td>10</td>
</tr>
<tr>
<td>7) Field Experience Report</td>
<td>10</td>
</tr>
<tr>
<td>8) Two Article Critiques (5 points each)</td>
<td>10</td>
</tr>
<tr>
<td>9) Department Essay</td>
<td>5</td>
</tr>
<tr>
<td>10) Final Exam</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>
Grading Scale:
Graded work will receive a numeric score reflecting the quality of performance as given above in evaluation methods. Your overall course grade will be determined according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
</tr>
</tbody>
</table>

Writing Expectations: Learning outcomes for candidates’ writing competencies include clarity of thought, discernment in planning and organization, and integration of evidence and criteria.
- Written assignments must be typed, double-spaced, with one-inch margins and 11 or 12-point font.
- The instructor expects that students will have knowledge of appropriate forms of documentation and use it where appropriate. Use the APA format and style of notation to credit all sources that are not your own.
- There is a craft to writing. Spelling, grammar, punctuation and diction (word usage) are all tools of that craft. Writing at the collegiate level will show careful attention to these elements of craft. Work that does not exhibit care with regard to these elements will be considered as inadequate for college writing and graded accordingly.

Technology Outcomes:
Students in the School of Education are expected to have a home computer or laptop, Internet access, and basic office software (Microsoft Word, PowerPoint, and Excel). In addition, students are expected to have basic competencies in the following areas.
1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help students search for various types of information via the internet
5. Be able to subscribe, participate in, and sign off education related list serves.
6. Be able to access and use education related CD-ROM and online data bases.
7. Be knowledgeable of the legal and ethical codes which relate to education and technology.
8. Be able to use the Internet for finding and using continuing education opportunities.
9. Be able to evaluate the quality of Internet information.
Current, Updated Bibliography


<table>
<thead>
<tr>
<th>Class Schedule</th>
<th>Lecture Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1: Course Orientation</strong></td>
<td>Course Orientation/Introduction and Overview</td>
<td>Strategic Management Text: Chapter 1</td>
</tr>
<tr>
<td></td>
<td>• Go through Syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review Materials and Information from Prerequisite Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concepts of Budgeting, Budget Planning, and Fiduciary Responsibilities.</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2: Concepts of Resource Allocation, Strategic Management, Strategic Planning, School Budgeting, and Fiduciary Responsibilities</strong></td>
<td>Concepts of Budgeting, Budget Planning, and Fiduciary Responsibilities.</td>
<td>Strategic Management Text: Chapters 2 and 3 Money and Schools, Chap. 4 Sample Article Four</td>
</tr>
<tr>
<td><strong>Week 3: Strategy Formulation and School Budgeting</strong></td>
<td>Strategy Formulation and School Budgeting</td>
<td>Strategic Management Text: Chapters 4 and 5 Schools and Money, Read Chap. 5 Sample Article One</td>
</tr>
<tr>
<td><strong>Week 4: Strategy Decision Making and School Budgeting for Personnel</strong></td>
<td>Strategy Decision-Making and School Budgeting for Personnel</td>
<td>Strategic Management Text, Chapter 6 Schools and Money, Chap. 6 Due: Article Critique 1 (on either Article One or Article Four)</td>
</tr>
<tr>
<td><strong>Week 5: Strategy Implementation</strong></td>
<td>Strategy Implementation</td>
<td>Strategic Management Text, Chapters 7 and 8 Sample Article Five</td>
</tr>
<tr>
<td><strong>Week 6: School Budgeting for Instruction</strong></td>
<td>School Budgeting for Instruction</td>
<td>Money and Schools, Chap. 7 Due: Article Critique 2 (on either Article One, Article Four, or Article Five)</td>
</tr>
<tr>
<td><strong>Week 7: Strategy Evaluation</strong></td>
<td>Strategy Evaluation</td>
<td>Strategic Management Text, Chapter 9</td>
</tr>
<tr>
<td><strong>Week 8: Decentralized School Budgeting</strong></td>
<td>Decentralized School Budgeting</td>
<td>Schools and Money, Chapter 12 Sample Article Five Due: Capstone Reflection Project</td>
</tr>
<tr>
<td></td>
<td>• Site-Based Budgeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fair-Funding</td>
<td></td>
</tr>
<tr>
<td><strong>Weeks 9 and 10: School Budgeting for Student Activities and other</strong></td>
<td>School Budgeting for Student Activities and Special Topics</td>
<td>Schools and Money, Chapters 8 and 9</td>
</tr>
<tr>
<td>Class Schedule</td>
<td>Lecture Topic</td>
<td>Readings</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Resource Allocation Topics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Budgeting for Student</td>
<td>School Budgeting for its Infrastructure</td>
<td>Sample Article Three</td>
</tr>
<tr>
<td>Activities</td>
<td>School Budgeting for Transportation and Food Service</td>
<td>DUE - Week 9: Site-Based Budgeting Assignment</td>
</tr>
<tr>
<td>Special Topics:</td>
<td>School Budgeting of Non-Operating Funds (or Community-based funds)</td>
<td></td>
</tr>
<tr>
<td>School Budgeting for Its</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infrastructure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Budgeting for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation and Food Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Budgeting of Non-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating Funds (or Community-based funds)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 11: Strategic Management for Effective Budgeting</strong></td>
<td>Strategic Management for Effective Budgeting</td>
<td>School Budgeting for Hard Times, Chapters 1 and 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sample Article Two</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DUE: Student Activity Assignment</td>
</tr>
<tr>
<td><strong>Week 12: Strategic Management and Budgeting during periods of Fiscal Constraint</strong></td>
<td>Strategic Management and Budgeting during periods of Fiscal Constraint</td>
<td>School Budgeting for Hard Times, Chapter 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sample Article Six</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DUE: Strategic Management-School Budgeting Assignment</td>
</tr>
<tr>
<td><strong>Week 13: Strategic Management and Performance-Based Budgeting</strong></td>
<td>Strategic Management and Performance-Based Budgeting</td>
<td>Pertinent information from Strategic Budgeting for Hard Times, Chapters 4 to 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special Article Six (Re-read)</td>
</tr>
<tr>
<td><strong>Week 14: RECESS and PREPARATION of Project Presentations</strong></td>
<td>RECESS and PREPARATION of Project Presentations</td>
<td>DUE: Strategic Planning and Budget Crisis Assignment</td>
</tr>
<tr>
<td><strong>Week 15: Project Presentation</strong></td>
<td>Project Presentation</td>
<td>DUE: Field-Experience Report</td>
</tr>
<tr>
<td><strong>Week 16:</strong></td>
<td>Closure of Course</td>
<td>DUE: Final Examination</td>
</tr>
</tbody>
</table>
Appendix B

Field Experience Documentation
University of the Cumberlands Field Experience Reporting Document

Candidate Name ___________________________ ID# ____________ Cohort # ______________________

TOTAL NUMBER OF HOURS FOR THIS TIMESHEET ________ UC Advisor ____________________________

Please briefly but specifically summarize what occurred during your time in the public school setting. Indicate the actual clock hours, your level of involvement, and the diverse populations with whom you interacted. Please complete ALL sections of the timesheet using the key provided. Return to your professor in order that your grade can be posted.

Field Experience Candidate Demographics (please fill in blanks and circle choices below)

Name (print) ___________________________________ e-mail ____________________________ Phone: ________________

Years Teaching Experience: _______ Certification area(s): ____________________________________________

Field Experience Candidate Signature ____________ School Name ____________________________

Record involvement with each listed student population for the type (i.e., for Race/Ethnicity you might write Hispanic). Describe the involvement below in the summary – you are shooting for “I” as much as possible. Have your Supervising Counselor or Administrator sign off on this list.

<table>
<thead>
<tr>
<th>Level of Involvement</th>
<th>Diverse Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td>O- Observation</td>
<td>L- English Language Learners/Linguistic</td>
</tr>
<tr>
<td>P- Participation</td>
<td>EX- Exceptional</td>
</tr>
<tr>
<td></td>
<td>S- Low socioeconomic/ Free-Reduced</td>
</tr>
<tr>
<td>I- Full instructional responsibility</td>
<td>R- Racial/Ethnic</td>
</tr>
</tbody>
</table>

Multicultural/Diversity Experiences Summary Guidelines

<table>
<thead>
<tr>
<th>Population</th>
<th>Type (AA=African American, A=Asian, AI=American Indian/Alaskan Native, C=Caucasian, H=Hispanic/Latino, P=Pacific Islander, N=Non-resident alien/International, O=other) Include school percentages and activity. Example: AA/ 40% / Analysis of Student Work of AA Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/Ethnicity</td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
</tr>
<tr>
<td>Exceptionality</td>
<td></td>
</tr>
<tr>
<td>English Language Learner</td>
<td></td>
</tr>
<tr>
<td>Low Socioeconomic (F/R)</td>
<td></td>
</tr>
</tbody>
</table>

O | P | I
As you describe your experiences, note the number of persons in the session or setting in the Summary column.

<table>
<thead>
<tr>
<th>Date</th>
<th>Course #</th>
<th>Grade Level</th>
<th>Level of Involvement (O,P,I)</th>
<th>Diverse Populations Present</th>
<th>Summary of Your Experience, Interactions</th>
<th>Time/Hours Spent</th>
<th>Principal Mentor Signature</th>
</tr>
</thead>
</table>

*Designate Situational Observations in Summary column. Principal Mentor must report approved or needs improvement in the signature column. **Add rows as needed. Use a row at the end of each course titled “Course Total Field Experiences” in the Summary column and “Subtotal” in the Time/Hours column and # of hours for the course in the Principal Mentor column.
## Field Experience Matrix

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Assigned</th>
<th>Dimension 1 Curriculum</th>
<th>Dimension 2 Assessment</th>
<th>Dimension 3 Personnel</th>
<th>Dimension 4 Culture</th>
<th>Dimension 5 Organization</th>
<th>Dimension 6 Leveraging</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMOL 650 <em>Introduction to School Leadership</em></td>
<td>15</td>
<td>O – 2</td>
<td>O – 4.5</td>
<td>O – 2</td>
<td>O – 2.5</td>
<td>O – 2</td>
<td>O – 2</td>
</tr>
<tr>
<td>ADMOL 661 <em>The School Principal’s Role in Improving School Climate and Culture</em></td>
<td>20</td>
<td>O – 3</td>
<td></td>
<td></td>
<td>P – 14</td>
<td>P – 3</td>
<td></td>
</tr>
<tr>
<td>ADMOL 662 <em>School and Community Relations</em></td>
<td>15</td>
<td>O – 4.5</td>
<td>P – 2</td>
<td>O – 2</td>
<td>O – 5.5</td>
<td>P – 1</td>
<td></td>
</tr>
<tr>
<td>ADMOL 671 <em>The School Principal’s Role in Curriculum Leadership</em></td>
<td>15</td>
<td>P – 3</td>
<td>I – 4.5</td>
<td>O – 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ADMOL 672 <em>The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance</em></td>
<td>30</td>
<td>O – 1</td>
<td>O – 2</td>
<td>P – 3</td>
<td>I – 2.5</td>
<td>I – 1.5</td>
<td>I – 1</td>
</tr>
<tr>
<td>ADMOL 675 <em>The School Principal’s Role in Creating Organizational Structures and Operations</em></td>
<td>20</td>
<td>P – 3</td>
<td>P – 3</td>
<td></td>
<td></td>
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<tr>
<td>ADMOL 670 <em>Seminar on Resource Allocation: Strategic Management and School Budgeting</em></td>
<td>10</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>O – 2</td>
</tr>
<tr>
<td>ADMOL 676 <em>Human Resource Leadership</em></td>
<td>21</td>
<td>O – 6.5</td>
<td>P – 8</td>
<td>O – .5</td>
<td>I – 3</td>
<td></td>
<td>I – 3</td>
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</tbody>
</table>

**Total Number of Field Exp., Level 1** | 146 |

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Assigned</th>
<th>Dimension 1 Curriculum</th>
<th>Dimension 2 Assessment</th>
<th>Dimension 3 Personnel</th>
<th>Dimension 4 Culture</th>
<th>Dimension 5 Organization</th>
<th>Dimension 6 Leveraging</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMOL 678 <em>The School Principal: Instructional Leadership and Culture &amp; Climate</em></td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADMOL 677 <em>Seminar on Educational Change: Instructional Leadership</em></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>O – 10</td>
</tr>
</tbody>
</table>

**Total Number of Field Exp., Level 2** | 45 |

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Assigned</th>
<th>Dimension 1 Curriculum</th>
<th>Dimension 2 Assessment</th>
<th>Dimension 3 Personnel</th>
<th>Dimension 4 Culture</th>
<th>Dimension 5 Organization</th>
<th>Dimension 6 Leveraging</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours of Field Experience** | 191 |

O – Observing  
P – Participating  
I – Implementing / Leading  

University of the Cumberlands Advanced Education Studies: Specialty Certification (Principal Preparation Program) Candidate Handbook, August 2013  
208
Principal Candidates will benefit from feedback throughout their coursework. In an effort to increase specific feedback, you are asked to please complete this form and return it to the candidate (who will submit to the Course Instructor).

It is possible that you would not have noticed some of the characteristics of the candidate during their field experience with you. If that is the case, mark NA. Please mark EACH blank below. Thank you for your time!

<table>
<thead>
<tr>
<th>Principal Candidate Name __________________________</th>
<th>Principal Candidate ID# ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level of Field Experience ____________________</td>
<td></td>
</tr>
</tbody>
</table>

Please Use Rating Scale for each BLANK:
- 3 - Satisfactory Performance of the Standards
- 2 - Making Progress Toward the Standards
- 1 - Not Making Progress Toward the Standards
- NA – did not observe

<table>
<thead>
<tr>
<th>UC Course Name/# __________________________</th>
<th>UC Professor __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer ________________________________</td>
<td></td>
</tr>
<tr>
<td>Semester: (Fall, Spring, Summer) ______</td>
<td>Year: _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KNOWLEDGE AND SKILLS</th>
<th>COMMUNICATION SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership of Instruction</td>
<td>Maintains Strong Eye Contact</td>
</tr>
<tr>
<td>Planning/Organization</td>
<td>Articulates Words Clearly</td>
</tr>
<tr>
<td>Culture and Climate of School</td>
<td>Uses Correct Grammar/Syntax</td>
</tr>
<tr>
<td>Management/Instruction</td>
<td>Communicates Ideas Clearly</td>
</tr>
<tr>
<td>Utilizes Assessment to Improve Student Achievement</td>
<td>Avoids Distracting Mannerisms</td>
</tr>
<tr>
<td>Uses Technology to Improve Student Achievement</td>
<td>Uses Appropriate Vocal Variety and Volume</td>
</tr>
<tr>
<td>Reflection</td>
<td>Has Effective Writing Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATTITUDES AND DISPOSITIONS</th>
<th>Critical &amp; Creative Thinking (average score)</th>
<th>Excellence/Professional Integrity (average score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Work Ethic (average score)</td>
<td>Has high expectations for self</td>
<td>Is flexible</td>
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<td></td>
<td>Is dependable</td>
<td>Provides for all learners</td>
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<td></td>
<td>Is timely in completing responsibilities</td>
<td>Expresses thoughts and ideas clearly</td>
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<tr>
<td></td>
<td>Is a self starter; take initiative</td>
<td>Demonstrates ability to problem solve</td>
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<tr>
<td>Caring (average score)</td>
<td>Has a positive attitude</td>
<td>Has a professional appearance</td>
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<tr>
<td></td>
<td>Is cooperative</td>
<td>Uses technology effectively</td>
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<tr>
<td></td>
<td>Is respectful of others</td>
<td>Demonstrates leadership abilities</td>
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<tr>
<td></td>
<td>Establishes rapport with diverse populations</td>
<td>Uses appropriate spoken &amp; written English</td>
</tr>
</tbody>
</table>

Administrative Dispositions (average score)

The administrator believes in, values, and is committed to:
- The educability of and life-long learning for everyone;
- Student learning as the fundamental purpose of schooling;
Making management decisions to enhance learning and teaching;
Schools operating as an integral part of the larger community;
Bringing ethical principles to the decision making process for the common good of the community;
The importance of continual engagement with families, community stakeholders, and other decision makers;
Education as key to opportunity and social mobility;
Being an advocate for the protection of student rights and the improvement of student opportunities.

EDUCATIONAL LEADERSHIP POLICY STANDARDS: ISLLC 2008

Standard 1:
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2:
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3:
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 4:
An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5:
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6:
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
Field Experience Candidate Demographics (please complete and circle choices below)

Name (print) ______________________________ e-mail _______________________
Phone: __________

Years Teaching Experience: _______ Certification area(s): ________________

| Diversity: African American, Asian, Caucasian, Hispanic, Native American, Pacific Islander, Unknown; Low SES, SWD, Gifted/Talented |
| Field Experience Evaluator Signature ___________________________ |
| School Name ______________________ |

Comments:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
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________________________________________________________________________________________
Appendix D

Capstone Project Rubric and Reporting Forms
**Capstone Project: School Improvement Rubric**

The candidate will conduct, lead and evaluate a strategy for school improvement that assesses the instructional program and monitors student performance (e.g., guided self-study or review, Red Flag analysis of Kentucky Performance Report, school improvement plan development, implementation and/or impact checks, continuous assessment data [formative, interim, summative], walkthrough data, achievement gap interventions). The principal at the school where this Anchor Assessment is conducted will guide, coach and facilitate the candidate’s activities.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exceeds Standard (93%-100%)</th>
<th>Satisfactorily Meets Standard (76%-92%)</th>
<th>Unsatisfactorily Meets Standard (0 – 75%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collection, Analyses and Synthesis of Data</strong></td>
<td>• Candidate creatively collects, analyzes and synthesizes school data from a variety of sources to determine system, instructional, and student needs for all students across all diverse cultures.</td>
<td>• Candidate collects, analyzes and synthesizes school data from a variety of sources to determine system, instructional, and student needs.</td>
<td>• Artifacts reflect insufficient data to determine the system, instructional and student needs.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of Data</strong></td>
<td>• Candidate and stakeholders work collaboratively in all aspects to use the data to prioritize decisions and to identify the strategy to be undertaken with evidence showing collaboration and creativity.</td>
<td>• Candidate and stakeholders use the data to prioritize decisions and to identify the strategy to be undertaken.</td>
<td>• Artifacts reflect minimal stakeholder participation and little or no evidence to support decisions made.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure</td>
<td>Exceeds Standard (93%-100%)</td>
<td>Satisfactorily Meets Standard (76%-92%)</td>
<td>Unsatisfactorily Meets Standard (0 – 75%)</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Leadership</td>
<td>• Candidate leads stakeholders in analyzing data, reporting findings, and creating a written action plan based on the data with evidence of strong leadership skills.</td>
<td>• Candidate leads stakeholders in analyzing data, reporting findings, and creating a written action plan based on the data.</td>
<td>• Artifacts indicate faulty and/or incomplete interpretation of data and vague and/or inconsistent organizational planning.</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Written Plan</td>
<td>• Candidate’s plan shows a strong connection to assessing instructional programs that will improve student learning. Evaluation demonstrates meaningful results. Artifacts reflect multiple and various sources of data and logical reasons for recommendations made for improvement of student achievement.</td>
<td>• Candidate’s plan shows a connection to assessing instructional programs that will improve student learning. Evaluation demonstrates results. Artifacts reflect multiple sources of data and logical reasons for recommendations made for improvement of student achievement.</td>
<td>• Artifacts reflect minimal application to improving student learning. Evaluation demonstrates minimal results. Artifacts reflect few sources of data and unsupported reasons for recommendations made for improvement of student achievement.</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>• Candidate reflects upon conducting, leading and evaluating this school improvement project with depth and detail.</td>
<td>• Candidate reflects upon conducting, leading and evaluating this school improvement project.</td>
<td>• Candidate provides little or no reflection upon conducting, leading and evaluating this school improvement project.</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
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</tbody>
</table>
Capstone Project  
Proposal Worksheet

Use this worksheet to develop your Capstone Project proposal. Make sure you address each of the components. Meet with your Capstone advisor to discuss the proposal when needed. The final proposal must be must be signed by current course instructor of record, capstone advisor and candidate.

The proposal must contain the following information:

1. Objectives — description of what you plan to accomplish.
2. Background — Put your project in context. What is the important question, problem, issue, or need, and why is it important? What has already been done or is currently being done by others? How will your contribution fit together with and contribute to previous efforts? A few literature citations may be appropriate.
3. Strategy — Describe what you plan to accomplish in detail and how you plan to do it. Include a brief timeline.
4. Resources — Describe any resources that are essential to your project and how you plan to obtain or gain access to them. These may include the guidance of your mentor or advisor, laboratory equipment and supplies, computer access, etc.

I. My capstone topic is . . .

- Based on my interests
- Clearly stated as a problem of practice
- Researchable and timely
- Directed towards a path of problem solving
- Related to real-world issues

My capstone topic is: __________________________________________________________

The school/district and problem of practice is:

My mentor in the school/district is:
II. Overview of your project plans:

Write a brief description of your project plan. In your description, identify the research that you plan to pursue and describe the problem that your Capstone Project will solve. Include the following:

- Chronologically list all the major pieces of work you need to do from the beginning to the end of the project.
- List the resources to help you complete that activity such as research material, individuals to contact, and locations to visit.
- Write down the evidence that you will compile to show that each work activity has been successfully completed. You and your advisor need to work together to identify the evidence.
- Arrange a minimum of one progress meeting per semester with your advisor to discuss the progress of your work and evidence you have to support the project. (Arrange dates with advisor prior to submission of this document. List the dates below.)

III. Identify and describe the learning stretch or new knowledge you plan to gain as a result of this Capstone Project:

List 5 items/skills/new learning that you want to either improve upon or acquire. Briefly summarize each.

1. ____________________________________________________________
   Summary: ____________________________________________________

2. ____________________________________________________________
   Summary: ____________________________________________________

3. ____________________________________________________________
   Summary: ____________________________________________________

4. ____________________________________________________________
   Summary: ____________________________________________________

5. ____________________________________________________________
   Summary: ____________________________________________________

IV. Explanation of Why You Selected this Project

Write a brief explanation as to why you chose this particular field of inquiry, industry, or discipline to investigate.
Capstone Project
Preliminary Timeline Worksheet

I. A timeline is extremely important for the management of a project. When creating a timeline, you need to consider the timeframe available in order to complete your project. You will have many tasks to complete that are specific to your project. You will have the following major components to complete; use these as a framework and develop all the minor steps within the major steps to guide you to complete the project:

   a. Task Proposal
   b. Journals – Minimum 10 entries
   c. Mid-project Reflection (Pillar 5)
   d. Research – Minimum 10 items
   e. Product – Presentation (written and verbal), PowerPoint Slide Show
   f. Final Reflection

Note: It is helpful to consult a calendar to establish the total number of weeks available to complete your project.

You are beginning this project on:  

The last day for submission is: 

Note: Keep all the project documents related to your work activities together so that you can present them with your Capstone Project

Preliminary Timeline

II. In chronological order, complete the preliminary timeline template. Expand your timeline to include major as well as minor tasks that must be completed for the successful completion of your Capstone Project. Assign tentative dates to each entry and identify when each task is completed.

Reminders:

- Consider the time constraints of both teacher and student schedules. How do these constraints affect the completion of your work? Plan ahead. Regularly update and refer to your timeline.
- If you are dependent upon input from another person, be sure to give them sufficient time to provide you with your request.
- It is recommended that you use word processing to complete this timeline. If you do, attach your typed timeline to this proposal. (Using word processing allows for updates to be made easily.)
Capstone Task List / Timeline Worksheet

1. Topic/Problem of Practice for your Capstone Project:

2. Identify as many tasks as you can which are associated with the completion of your Capstone Project. Write each task beginning with an action word and apply an anticipated due date to each line item. Match each task to its major group. Add additional lines as needed.

<table>
<thead>
<tr>
<th>Major Component</th>
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<tbody>
<tr>
<td>A. Task Proposal</td>
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<tr>
<td>B. Written Components</td>
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<td>C. Research</td>
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<td>D. Analysis</td>
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<td>E. Improvement Plan</td>
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<tr>
<td>F. Verbal and Visual Presentation</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Date Due</th>
<th>Major Component</th>
<th>Finished Date</th>
<th>Instructor Approval</th>
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<tbody>
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<td>10.</td>
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<tr>
<td>Tasks</td>
<td>Date Due</td>
<td>Major Component</td>
<td>Finished Date</td>
<td>Course #/ Instructor’s Approval</td>
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University of the Cumberlands
Capstone Project Timeline Responsibilities and Submissions

The candidate is required to submit sections of the Capstone Project Planning and Development documents to the Course Instructors, Faculty Advisor and Program Director as outlined unless otherwise specified and agreed upon and approved by the Director of Education Leadership Programs. Timeline submissions include:

**First Submission: Submitted by the end of ADMOL 650: Introduction to School Leadership**
- Written Capstone Proposal
  - Capstone Project Proposal Worksheet: Sections I, II, III and IV.
    - Topic
    - Overview of Project Plan
    - Learning Stretch or New Knowledge
    - Explanation of Project Topic and Selection

**Second Submission: Submitted by the end of ADMOL 672: The School Principal’s Role in Assessing Instruction and Monitoring Student Performance**
- Data Collection
  - Identification of Data Sets
  - Collection of data prior to project implementation
  - Other relevant data
- Data Analysis
  - What does the current data tell you?
  - What can you determine from the data you will collect during the project?
  - How will you use data to measure the implementation and success of your project?
- Review of Research
  - Minimum of 10 research items
  - How does the research relate to your project?
  - What does the research tell you about this topic?
  - How does it relate to your Theory of Action?
  - How did you use the data in designing your project?
- First Draft of Written Report
  - Title page
  - Abstract
  - Copyright page.
  - Introduction section
  - Methods section
  - Results and Discussion section
  - Conclusions section
  - References
Acknowledgements — advisor, collaborators, others.

Third Submission: By the end of ADMOL 676: Human Resource Leadership

- Title page
- Abstract
- Copyright page.
- Introduction section
- Methods section
- Results and Discussion section
- Conclusions section
- References
- Acknowledgements — advisor, collaborators, others.

First Draft of PowerPoint Presentation

First Submission Approval:

Instructor ADMOL 650 ___________________________ Date
Principal Preparation Program Advisor ___________________________ Date
Director of Education Leadership Programs ___________________________ Date

Second Submission Approval:

Instructor ADMOL 672 ___________________________ Date
Principal Preparation Program Advisor ___________________________ Date
Director of Education Leadership Programs ___________________________ Date

Third Submission Approval:

Instructor ADMOL 676 ___________________________ Date
Principal Preparation Program Advisor ___________________________ Date
Director of Education Leadership Programs ___________________________ Date
Capstone Task Rubric
Written Report

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, candidate must MEET standard for all expectations. A student cannot meet standard on this task if he/she receives “Below Standard” on any of the expectations.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>Uses exemplary description of project with exceptional detail</td>
<td>Accurately describes the project plan with sufficient detail.</td>
<td>Does not accurately describe project.</td>
</tr>
<tr>
<td></td>
<td>Identifies all components necessary.</td>
<td>Identifies many of the components necessary to complete the project.</td>
<td>Lacks necessary detail.</td>
</tr>
<tr>
<td></td>
<td>Thoroughly identifies a learning stretch or a path to new knowledge.</td>
<td>Identifies a learning stretch or a path to new knowledge</td>
<td>Lacks many of the appropriate components to complete the project.</td>
</tr>
<tr>
<td></td>
<td>Identifies all appropriate standards with a comprehensive link to the particular project.</td>
<td>Identifies most of the standards and includes a link to applied learning and content standards.</td>
<td>Does not address a learning stretch.</td>
</tr>
<tr>
<td></td>
<td>Fully explains why this field of inquiry, industry, or discipline was chosen.</td>
<td>Nearly explains why this field of inquiry, industry, or discipline was chosen.</td>
<td>Lacks one or more standards appropriate to project.</td>
</tr>
<tr>
<td>Timeline</td>
<td>Identifies all tasks necessary to successfully complete the project.</td>
<td>Identifies most of the tasks necessary to complete the project.</td>
<td>Develops an unrealistic and/or incomplete timeline to complete components of the project.</td>
</tr>
<tr>
<td></td>
<td>Develops a detailed timeline that accounts for the time required to complete the project.</td>
<td>Develops an incomplete schedule that fails to account for the time required to complete the project.</td>
<td>Timeline is missing most of the required due dates as well as projected completion dates.</td>
</tr>
<tr>
<td></td>
<td>Includes all individual due dates as well as projected completion dates in the timeline.</td>
<td>Includes many of the required due dates as well as projected completion dates in the timeline.</td>
<td></td>
</tr>
<tr>
<td>Solutions and Strategies for Achievement</td>
<td>Addresses innovative solutions and strategies necessary to complete each component in relationship to the final product.</td>
<td>Identifies most of the effective solutions and strategies necessary to complete each component in relationship to final project.</td>
<td>Does not identify effective solutions and strategies necessary to complete each component in relationship to final project.</td>
</tr>
</tbody>
</table>

Approval_________________ Date ________________
ADMOL 679 Instructor

Approval_________________ Date ________________
Program Director
University of the Cumberlands Principal Preparation Program
Proposal Approval

Capstone Project Proposal

The faculty members listed below have approved the proposal. The student may register for ADMOL679: Research and Development.

Title of Capstone Project

__________________________________________________________________________
[Graduate student’s name] [Date]

Approved:

__________________________________________________________________________
Advisor [Date]

__________________________________________________________________________
Professor, Reader [Date]

__________________________________________________________________________
Program Director [Date]
University of the Cumberlands Principal Preparation Program
Title Page

CAPSTONE PROJECT

(Title)

A [Capstone Project] Presented to the Faculty of the
University of the Cumberlands
In partial Fulfillment of the Requirements of the Planned Program for

I Principal Preparation

By

[Name]

[Date]
Capstone Project

____________________________
(Title)

____________________________
[Name] [Date]

Will be held at

[location of the presentation]

On

[Date and time]

___________________________________________
Advisor [Date]

___________________________________________
Program Director [Date]
University of the Cumberlands Principal Preparation Program
Copyright Page

(Title)

Copyright By

[Graduate Student’s Name]

[Date]
University of the Cumberlands Principal Preparation Program
Approval Page

CAPSTONE PROJECT

(Title)

A [Capstone Project] presented to the Capstone Project Committee of the
University of the Cumberlands
In partial Fulfillment of the Requirements of the planned program for
Aspiring School Principal Preparation
In the
College of Education: Advanced Educational Studies

[Name]
[Date]

Under the guidance and approval the advisor, program director and readers, this capstone project has been accepted in partial fulfillment of the requirements for the Principal Certification Level I.

Approved:

Advisor [Date]

Professor, Reader [Date]

Professor, Reader [Date]

Program Director [Date]
Appendix E

Selection Screening Protocol
The individual above has been recommended for admission to University of the Cumberlands Principal Program by either a principal or school district administrator. The purpose of the form below is to help the University determine if the above candidate has the skills and dispositions necessary to become a person to lead a school to academic success. The University is asking that you provide an accurate evaluation of this applicant. Please place an X in the box that best reflects your judgment of each trait of the individual. Any specific examples you can provide in the spaces after each of the ten areas will help the University in the admissions process.

<table>
<thead>
<tr>
<th>Very Poor (2)</th>
<th>Poor (4)</th>
<th>Fair (6)</th>
<th>Good (8)</th>
<th>Excellent (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates leadership ability</td>
<td></td>
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<tr>
<td>2. Is innovative and/or creative</td>
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<tr>
<td>3. Teamwork and sensitivity</td>
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<tr>
<td>4. Takes initiative</td>
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<tr>
<td>5. Assumes responsibility</td>
<td></td>
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<td>6. Results oriented</td>
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<td>7. Judgment</td>
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<td>8. Ability to accept criticism</td>
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<td>9. Emotional stability</td>
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<td></td>
</tr>
</tbody>
</table>
Please give your level of recommendation for admission to University of the Cumberlands School Principal program. 
(O) Fully Recommend (O) Conditionally Recommend (O) Do Not Recommend

FOR PRINCIPALS ONLY: If one of your faculty members is selected for this program, you will be expected to provide support for field experiences, discuss administrative problems, provide support to the candidate and delegate administrative duties to this person. Your comments concerning the individual’s growth in developing administrative skills will be sought by university personnel.
Are you willing to provide support in these ways? __________ Yes ___ No

In one or two sentences, please write why you believe this applicant has (or may lack) the potential to succeed as a principal.

On the scale below, please circle the number that best indicates your overall impression of this applicant with respect to potential for success as a principal.

<table>
<thead>
<tr>
<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>High</th>
</tr>
</thead>
</table>

Your Name ______________________________________________________________

Your position/title ________________________________________________________

Name of organization ______________________________________________________

Your signature ____________________________________________________________ Date __________________

Please send this recommendation form as soon as possible to:

Donna Stanfill
Office of Graduate Admissions
University of the Cumberlands
Williamsburg, Kentucky 40769
Selection Screening Protocol – Principal Preparation Program

Student Number ________________________________  Date Submitted ___________________

Please check √ the level of competency for each writing sub-skill.

<table>
<thead>
<tr>
<th>3- Exceptional</th>
<th>2- Acceptable</th>
<th>1- Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-18 pts</td>
<td>10-15 pts</td>
<td>below 10 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content-</th>
<th>Evaluates the maturity of the observations and insights offered within the following: (Clarity/Integration/Discernment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Candidate’s skills and understanding of ability to improve student achievement</td>
</tr>
<tr>
<td>2.</td>
<td>Candidate’s skills and understanding of leadership</td>
</tr>
<tr>
<td>3.</td>
<td>Candidate’s skills and understanding of advanced knowledge of curriculum, instruction, and assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization-</th>
<th>Evaluates the coherence and unity of the piece (Clarity/Strategic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Style-</th>
<th>Evaluates sentence variety and maturity (Communicative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics-</th>
<th>Evaluates spelling, punctuation, sentence structure, and all other surface features of writing (Evaluative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SCORE:

Comments:

I recommend that the candidate:

________ Be admitted into the Principal Preparation Program

________ Not be considered for admission in the Principal Preparation Program at this time

UC Faculty/District Partner Signature ________________________ Printed Name, UC Faculty/District Partner ________________________ Date ____________

232
# Video Evaluation

To be admitted into University of the Cumberlands Principal Program each applicant must submit a video in which the candidate leads a discussion in a meeting (school faculty, SBDM meeting, P.T.A./P.T.O, etc.) You are asked to evaluate the applicant’s video presentation based on the ten categories listed below. Please feel free to make recommendations as to how the applicant can improve their oral communication skills.

<table>
<thead>
<tr>
<th></th>
<th>Category</th>
<th>Rating</th>
<th>Recommendation for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Speech Value (Original, interesting)</td>
<td>24.1</td>
<td>25.</td>
</tr>
<tr>
<td>2.</td>
<td>Opening (Attention-getting, led into topic)</td>
<td>26.1</td>
<td>27.</td>
</tr>
<tr>
<td>3.</td>
<td>Body of Speech (Logical flow, points supported by examples)</td>
<td>28.1</td>
<td>29.</td>
</tr>
<tr>
<td>4.</td>
<td>Transitions (Smooth, easy to follow)</td>
<td>30.1</td>
<td>31.</td>
</tr>
<tr>
<td>5.</td>
<td>Conclusion (Effective)</td>
<td>33.1</td>
<td>34.</td>
</tr>
<tr>
<td>6.</td>
<td>Voice (Volume, variety)</td>
<td>36.1</td>
<td>37.</td>
</tr>
<tr>
<td>7.</td>
<td>Language (Appropriate to topic and audience)</td>
<td>38.1</td>
<td>39.</td>
</tr>
<tr>
<td>8.</td>
<td>Appearance (Appropriate for occasion and audience)</td>
<td>40.1</td>
<td>41.</td>
</tr>
<tr>
<td>9.</td>
<td>Manner (Confidence, assurance, sincerity, enthusiasm)</td>
<td>42.1</td>
<td>43.</td>
</tr>
<tr>
<td>10.</td>
<td>Physical Actions (Gestures, body movements, eye contact, facial expressions)</td>
<td>44.1</td>
<td>45.</td>
</tr>
</tbody>
</table>

Signature _____________________________  Position

English Department
Communications Department
School Administrator
Broadcast Communicator
## Evaluation Scoring Form for Principal Program

<table>
<thead>
<tr>
<th>47. Screening/Recommendation Instrument</th>
<th>48. Score Assigned</th>
<th>49. Possible Score</th>
<th>50. Verification Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>51. Principal Recommendation Form</td>
<td>52.</td>
<td>53.</td>
<td>54.</td>
</tr>
<tr>
<td>55. Selection Screening Protocol</td>
<td>5</td>
<td>57.</td>
<td>58.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>65.</strong></td>
<td><strong>66.</strong></td>
</tr>
</tbody>
</table>

### Admission Decision

- _____ GPA
- _____ All Required Entrance Measures Met
- _____ **Applicant Qualifies for Admission**
- _____ **Applicant Does Not Qualify for Admission at This time**

_________________________  _________________________  _________________________  _________________________
Chair – Graduate Admissions  Date

_________________________  _________________________  _________________________
Chair – Education Department  Date

_________________________  _________________________
School Administrator  Date
Selection Screening Protocol – Principal Preparation Program

Student Number ___________________________ Date Submitted _________________

Please check √ the level of competency for each writing sub-skill.

<table>
<thead>
<tr>
<th>3- Exceptional</th>
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<th>1- Weak</th>
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<td>10-15 pts</td>
<td>below 10 points</td>
</tr>
</tbody>
</table>

Content - Evaluates the maturity of the observations and insights offered within the following: (Clarity/Integration/Discernment)

- Candidate’s skills and understanding of ability to improve student achievement
- Candidate’s skills and understanding of leadership
- Candidate’s skills and understanding of advanced knowledge of curriculum, instruction, and assessment

Organization - Evaluates the coherence and unity of the piece (Clarity/Strategic)

Style - Evaluates sentence variety and maturity (Communicative)

Mechanics - Evaluates spelling, punctuation, sentence structure, and all other surface features of writing (Evaluative)

TOTAL SCORE:
Comments:

I recommend that the candidate:

_______ Be admitted into the Principal Preparation Program

_______ Not be considered for admission in the Principal Preparation Program at this time

UC Faculty/District Partner Signature ___________________________ Printed Name, UC Faculty/District Partner ___________________________ Date _______________
Appendix F

Code of Ethics
Professional Code of Ethics for Kentucky School Certified Personnel

16 KAR 1:020 STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

Section 1. Certified personnel in the Commonwealth:

(1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;

(2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;

(3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

(a) To students:

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;

2. Shall respect the constitutional rights of all students;

3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;

4. Shall not use professional relationships or authority with students for personal advantage;

5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;

6. Shall not knowingly make false or malicious statements about students or colleagues;

7. Shall refrain from subjecting students to embarrassment or disparagement; and

8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

(b) To parents:

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;

3. Shall not knowingly distort or misrepresent facts concerning educational issues;

4. Shall distinguish between personal views and the views of the employing educational agency;

5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;

6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and

7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

(c) To the education profession:

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;

2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;

3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;

4. Shall not use coercive means or give special treatment in order to influence professional decisions;

5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and

6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.)
Appendix G

Interstate School Leader’s Licensure Consortium Standards for School Leaders
2008
EDUCATIONAL LEADERSHIP POLICY STANDARDS: ISLLC 2008

Standard 1:
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:
A. Collaboratively develop and implement a shared vision and mission
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

Standard 2:
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

Standard 3:
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:
A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning.
Standard 4:
An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
Functions:
A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationships with community partners

Standard 5:
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
Functions:
A. Ensure a system of accountability for every student’s academic and social success
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
C. Safeguard the values of democracy, equity, and diversity
D. Consider and evaluate the potential moral and legal consequences of decision-making
E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6:
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
Functions:
A. Advocate for children, families, and caregivers
B. Act to influence local, district, state, and national decisions affecting student learning
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies
Appendix H

Technology Standards for School Administrators
Technology Standards for School Administrators

I. Leadership and Vision:
Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:
A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
D. use data in making leadership decisions.
E. advocate for research-based effective practices in use of technology.
F. advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. Learning and Teaching:
Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:
A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. Productivity and Professional Practice:
Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Educational leaders:
A. model the routine, intentional, and effective use of technology.
B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
C. create and participate in learning communities that stimulate, nurture, and support faculty
and staff in using technology for improved productivity.
D. engage in sustained, job-related professional learning using technology resources.
E. maintain awareness of emerging technologies and their potential uses in education.
F. use technology to advance organizational improvement.

IV. Support, Management, and Operations:
Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Educational leaders:
A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
B. implement and use integrated technology-based management and operations systems.
C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
E. implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles.
F. Assessment and Evaluation: Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

V. Assessment and Evaluation:
Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Educational leaders:
A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
D. use technology to assess, evaluate, and manage administrative and operational systems.

VI. Social, Legal, and Ethical Issues: Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Educational leaders:
A. ensure equity of access to technology resources that enable and empower all learners and educators.
B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
C. promote and enforce privacy, security, and online safety related to the use of technology.
D. promote and enforce environmentally safe and healthy practices in the use of technology.
E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

These standards are the property of the TSSA Collaborative and may not be altered without written permission. The following notice must accompany reproduction of these standards:
“This material was originally produced as a project of the Technology Standards for School Administrators Collaborative.”
Appendix I

UNIVERSITY OF THE CUMBERLANDS DISPOSITIONS SURVEY
DISPOSITIONS SURVEY

Date: ____________________

Candidate name (please print): ____________________________________

Please rate on a 3 point scale.
   3- Satisfactory Progress
   2- Making Progress
   1- Not Making Progress

<table>
<thead>
<tr>
<th>Strong Work Ethic _____ (average score)</th>
<th>Critical &amp; Creative Thinking ____ (average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>____Has high expectations for self</td>
<td>____Is flexible</td>
</tr>
<tr>
<td>____Is dependable</td>
<td>____Provides for all learners</td>
</tr>
<tr>
<td>____Is timely in completing responsibilities</td>
<td>____Expresses thoughts and ideas clearly</td>
</tr>
<tr>
<td>____Is a self starter; takes initiative</td>
<td>____Demonstrates ability to problem solve</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Caring _____(average)</th>
<th>Excellence/ Professional Integrity ____ (average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>____Has a positive attitude</td>
<td>____Has a professional appearance</td>
</tr>
<tr>
<td>____Is cooperative</td>
<td>____Uses technology effectively</td>
</tr>
<tr>
<td>____Is respectful of others</td>
<td>____Demonstrates leadership abilities</td>
</tr>
<tr>
<td>____Establishes rapport with diverse populations</td>
<td>____Uses appropriate spoken &amp; written English</td>
</tr>
</tbody>
</table>

Observer signature: ________________________________________

Comments:


Appendix J

EDUCATIONAL PROFESSIONAL CANDIDATE DISPOSITIONS FEEDBACK: CONFIDENTIAL
CONFIDENTIAL
University of the Cumberlands
Education Professional Candidate Disposition Feedback

(To be used as a supplement to the Individual Action Plan)

Please check area(s) of concern Strong

**Work Ethic**
- ___ Has high expectations for self
- ___ Is dependable
- ___ Is timely in completing responsibilities
- ___ Is a self starter; takes initiative

**Critical & Creative Thinking**
- ___ Is flexible
- ___ Provides for all learners
- ___ Expresses thoughts and ideas clearly
- ___ Demonstrates ability to problem solve

**Caring**
- ___ Has a positive attitude
- ___ Is cooperative
- ___ Is respectful of others
- ___ Establishes rapport with diverse populations

**Excellence/Professional Integrity**
- ___ Has a professional appearance
- ___ Uses technology effectively
- ___ Demonstrates leadership abilities
- ___ Uses appropriate spoken & written English

**KY Professional Code of Ethics**
- ___ Demonstrates behavior aligned with the KY Professional Code of Ethics and University standards for attitude and conduct

Explain and document incidents and/or reasons for concern:

Describe a plan to remediate negative dispositions:

Candidate's Name (please print): ____________________________________________________

*Candidate’s Signature: ___________________________ Date: ______________________

Chair (please print): ______________________________________________

Department Chair’s Signature: ___________________________ Date: ______________________

*Candidate’s signature does not necessarily imply agreement; it does indicate the receipt of a copy of this form. The candidate has the right to submit a written rebuttal/response within five working days of the receipt of this form. A copy of this report and the rebuttal/response will be kept in the student’s file in the office of Teacher Education.
Appendix K

UNIVERSITY OF THE CUMBERLANDS PERMISSION FORM FOR FIELD PLACEMENT
University of the Cumberlands
Permission Form for
Field Placement

Dear Principal,

One of our students, _________________________________ has requested to complete some of their field experience hours in your school. We ask that the student observe a certified teacher in a classroom situation so he/she can start to gain an understanding the full scope of the teaching, or gain new ideas and techniques. Required activities, with your permission, will range from simple observation and reflection, to participation, to full interaction by tutoring or teaching. The teacher will sign a field experience timesheet and complete an evaluation form for documentation. To signify your permission for our student to observe in your school, please complete the form and sign below. (If more than one student is requesting permission, this one form will be fine for the entire school year.)

Administrator Name________________________________________
Position_____________________________________________________
Name of School______________________________________________
Phone/email__________________________________________________
Address______________________________________________________
Date signed__________________________________________________

IF YOU PREFER, YOU MAY WRITE A LETTER ON YOUR SCHOOL’S LETTERHEAD INFORMING ME OF YOUR PERMISSION AND MAIL IT TO THE ADDRESS BELOW. IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT US BY ANY OF THE MEANS BELOW. THANK YOU IN ADVANCE! WE VERY MUCH APPRECIATE YOUR HELP IN CREATING BETTER TEACHERS FOR OUR CHILDREN.

Sincerely,
Debbie Daniels, Assistant Professor of Education and Director of Education Leadership Programs
University of the Cumberlands
606-539-4652
debbie.daniels@ucumberlands.edu
Appendix L

PRINCIPAL PREPARATION PROGRAM
FACULTY CONTACT INFORMATION

Program Faculty
Full Time and Adjunct Faculty
### University of the Cumberlands’ Principal Program
(Back to Table of Contents)

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship to University</th>
<th>Degree and Institution</th>
<th>Faculty Rank</th>
<th>Scholarship, Leadership, Professional Associations</th>
<th>Public School Certification and Experience in P-12 Schools</th>
<th>Course(s) Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robbie Adell</td>
<td>Adjunct</td>
<td>Ed. D. University of the Cumberlands, Educational Leadership</td>
<td>Instructor</td>
<td>Awards: Presentation of Master’s Thesis on Poverty in Schools Professional Associations: North Carolina Association of Principals and Assistant Principals; Buncombe County Association of Principals and Assistant Principals; National Association of Secondary School Principals; Council for Exceptional Children</td>
<td>Total Years P – 12 Experience: 26/NC School Administrative Experience/ state/Level: Asst. Principal 5/NC/MS; Principal 9/NC/MS Licensure/State: Principal/NC Superintendent/NC Supervisor/NC Teacher/NC</td>
<td>ADMOL 661</td>
</tr>
<tr>
<td>Houston Barber</td>
<td>Adjunct</td>
<td>Ed. D. University of Louisville</td>
<td>Instructor</td>
<td>Awards: Hilliard Lyons Excellence Award (2013); Turnaround Principal Presentations: High Schools That Work (HSTW); SAM Conference; Go College Conference; JCPS Systems Approach Conference Previous Teaching Experience: University of Bellarmine; University of Louisville Professional Associations: Kentucky Association of Secondary School Principals and National Association of Secondary School Principals; ASCD</td>
<td>Total Years P - 12 Experience: 16 Assistant Principal: 2 years (HS) Principal: 6 years (HS) Licensure: Principal Supervisor of Instruction Superintendent Teacher</td>
<td>ADMOL 671 and 678</td>
</tr>
<tr>
<td>Name</td>
<td>Relationship to University</td>
<td>Degree and Institution</td>
<td>Faculty Rank</td>
<td>Scholarship, Leadership, Professional Associations</td>
<td>Public School Certification and Experience in P-12 Schools</td>
<td>Course(s) Assigned</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>------------------------</td>
<td>--------------</td>
<td>---------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>William (Mickey) Bilyeu</td>
<td>Adjunct</td>
<td>Ed. D. University of Sarasota, Curriculum &amp; Instruction</td>
<td>Instructor</td>
<td>NCATE Liaison Interview Committee for TTU involved in evaluation of Curriculum &amp; Instruction Dept. Awards/Recognitions: Teaching Award at Tennessee Tech University Tennessee Secondary</td>
<td>Other Administrative Experience/State/Yr: Director of Special Education NY/1 Licensure/State: Principal/KY Superintendent/KY, NY Supervisor of Instruction/KY School Administrator and Supervisor/NY Social Studies/ 8-12/KY; 5-9/KY; 7-12/NY</td>
<td>ADMOL 671</td>
</tr>
</tbody>
</table>

ISBN#: 978-1-4129-2917-0
Kentucky Cohesive Leadership Kentucky Dept. of Ed./LEAP/ Wallace Foundation Initiative Professional Consultant, University Accreditation with the University of Northern Virginia (Manassas, VA 2007 - 2008) Awards/Recognitions New York State Regents approved candidate by New York State School Boards' Assoc.; National Merit Scholarship Exam AP European History 2nd place

Total Years P – 12 Experience/State: 31/TN School Administrative Experience/State/Level: Principal – TN/Elem, 2 years; Asst. Principal – TN/Junior High, 1 year Other Administrative Experience/State/Yr/Level: Central Office – TN, 2 years Licensure/State: Secondary Principal/KY; Elementary Principal/KY; Supervisor of Instruction/KY; Standard HS Certificate/KY; Elementary P.E./KY; Health Educ. K-8/KY;
<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship to University</th>
<th>Degree and Institution</th>
<th>Faculty Rank</th>
<th>Scholarship, Leadership, Professional Associations</th>
<th>Public School Certification and Experience in P-12 Schools</th>
<th>Course(s) Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larry Cockrum</td>
<td>Full-time to Institution/Part-time to Unit</td>
<td>Ed. D. Vanderbilt University Higher Ed. Admin.</td>
<td>Professor and Vice President of Academic Affairs</td>
<td>Advisory Board of the Cumberland Wellness; Whitley County Area P-16 Council; Dean’s Council for the Appalachian College Association; Founding Member of the Excellence in Environmental Leadership Institute</td>
<td>Elem- Jr. High K-9/TN; K-12 Health and PE/TN; Prof. Administration PreK-12/TN; Special Education(all areas)/TN; Gifted Education/TN</td>
<td>ADMOL 679</td>
</tr>
<tr>
<td>Michael Colegrove</td>
<td>Full-time to Institution/Part-time to Unit</td>
<td>Ph.D. Vanderbilt University Ed. Admin.</td>
<td>Professor; VP for Student Services; Dir. of Leadership Studies</td>
<td>*Chair: Athletic Committee Vice-chair: Teacher Education *Committee (now Teacher Education Admission Committee) *Secretary: Curriculum and Catalogue Committee</td>
<td>Retired director of choral music; Williamsburg High School</td>
<td>ADMOL 662</td>
</tr>
<tr>
<td>Amon Couch</td>
<td>Adjunct</td>
<td>Ed.D University of the Cumberlands</td>
<td>Instructor</td>
<td>Williamsburg High School Teacher of the Year in 1998; received the 1998 Campbellsville College Excellence in Teaching Award; and is listed in Who’s Who Among America’s Teachers</td>
<td>Superintendent Clay County Schools; Assistant Superintendent, Highly Skilled Educator; Principal, and Teacher</td>
<td>ADMOL 650 and 675</td>
</tr>
<tr>
<td>Debbie Daniels</td>
<td>Full-time to Institution/Full-time to Unit</td>
<td>Rank I in Secondary Education plus 45 hours [Superintendent certification, Levels I and II]</td>
<td>Associate Professor</td>
<td>Gnadinger, Bucalos, Baker, Daniels, Scott and Maynard. (Spring 2009) “The Partnership for Preparing the Perfect Principal: A Collaboration of Hope or a Preposterous Proposition” in scholarlypartnershipsedu, Vol 4 #1.</td>
<td>Total Years P – 12 Experience/ State: 35 years/KY School Administrative Experience/State-Level: Principal/Ky/E- 2, MS-2 , HS–2 Other Administrative Experience/State/Yr/Level</td>
<td>ADMOL 672</td>
</tr>
<tr>
<td>Name</td>
<td>Relationship to University</td>
<td>Degree and Institution</td>
<td>Faculty Rank</td>
<td>Scholarship, Leadership, Professional Associations</td>
<td>Public School Certification and Experience in P-12 Schools</td>
<td>Course(s) Assigned</td>
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</tr>
</tbody>
</table>
| II (K-12) Principal Certification , Instructional Supervision Certification , Gifted Education Endorsements | Morehead State University | Professional Associations:  
- Assoc. for Supervision & Curr. Dev. (ASCD)  
- National School Administration Manager Project Board of Directors  
- National Staff Development Council (NSDC)  
- Phi Delta Kappa (PDK)  
- Val-Ed Standard Setting Committee  
- Ky. Assoc. of School Administrators (KASA)  
- Kentucky Leadership Academy (KLA)  
- Commonwealth Collaborative for School Leadership Programs (CCSLP)  
- Ky Principals’ Academy (KPA) Advisory  
- Ky Educational Leadership Dev. Collaborative (ELDC)  
- Ky Arts and Humanities Advisory Council | | P-12 Gifted/Talented District Coordinator /Ky/ 3 yrs.; Public Relations Director/ Ky/ 3 yrs.; Day Care and School-Age Child Care Center Director/ Ky/ 6 yrs.; Family Resource Center Director/ Ky/ 6 yrs; Goals 2000 Regional Grant Coordinator/ Ky/ 3 yrs.; District Grant Writer/Ky/3 yrs.; Region 8 Service Center Education Consultant/Ky/ 1 yr; Director of Instruction/ Ky/4 yrs.; Professional Dev. Coordinator/ Ky/5 yrs; Director of Career and Technical Education/ Ky/ 6 yrs.; Headstart Director/Ky/ 2 yrs.; District Fine Arts Coordinator/ Ky/4 yrs.; Principal Evaluator and Personnel Investigator/ Ky/4 yrs.; Highly Skilled Educator/Ky Dept of Ed/3 yrs.; State Director of Leadership Grant and Instructional Support Network for School Districts (Dept of Ed); State Director of the Kentucky School Administration Manager Innovation Project/Ky/8 yrs. |
<table>
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<th>Degree and Institution</th>
<th>Faculty Rank</th>
<th>Scholarship, Leadership, Professional Associations</th>
<th>Public School Certification and Experience in P-12 Schools</th>
<th>Course(s) Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donald Dunigan</td>
<td>Adjunct</td>
<td>Ed.D., University of Sarasota, Educational Leadership</td>
<td>Instructor</td>
<td>Specializations: Director of HR and the Chief HR Officer</td>
<td>Licensure/State: Teaching 7-12/ Ky Gifted/Talented Endorsement/ Ky Principal – P-12/Ky Instructional Supervisor/ Ky/ P-12; Superintendent / Ky</td>
<td>ADMOL 672</td>
</tr>
<tr>
<td>Robert Heffern</td>
<td>Full Time to the Institution, Full Time Department</td>
<td>Ed. D. University of Virginia</td>
<td>Associate Professor Dept. Chair Elementary , Middle, Secondary, and Administration</td>
<td>NAESP, KAESP, AASA, KASA, ASCD, AACTE - EPSB Board of Examiners - Service on two EPSB committees: Superintendent Redesign and P-20 Data Collaborative “A Distinguished Dozen Making a Difference in Central Virginia” Charlottesville Daily Progress. 1998 NC Principals' Executive Program &quot;Principals as Technology Leaders&quot;. Membership in Professional</td>
<td>Total Years P – 12 Experience/ state/ level: 28.5/GA School Administrative Experience/ state/Level: Asst. Principal 8/GA/HS; Principal 3/GA/HS Other Administrative Experience/State/Yr/Level: Central Office Director 6/GA; Assoc. Superintendent 2/GA Chief HR Officer 3.5/GA Licensure/State: Principal/GA Superintendent/GA</td>
<td>ADMOL 650</td>
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<tr>
<td>Name</td>
<td>Relationship to University</td>
<td>Degree and Institution</td>
<td>Faculty Rank</td>
<td>Scholarship, Leadership, Professional Associations</td>
<td>Public School Certification and Experience in P-12 Schools</td>
<td>Course(s) Assigned</td>
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<tr>
<td>Lori Hollen</td>
<td>Adjunct</td>
<td>Ed.D University of the Cumberlands</td>
<td>Instructor</td>
<td>PROFESSIONAL PRESENTATIONS</td>
<td>Presented at the National NCTE Conference, Las Vegas, NV Fall 2012 “Coaching Your Dream Team”</td>
<td>ADMOL 661</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• Presented Kentucky’s Integration Project to Gates Foundation, Berkeley, CA Spring 2012</td>
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<td>• Represented Kentucky Department of Education in Group Genius - Gates, Atlanta, GA Summer 2012</td>
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<td></td>
<td>• Spencer County Schools, Clark County Schools, Montgomery County Schools, Summer/Fall 2010 East Bernstadt Independent Schools “PLCs to the Next Level: Incorporating New Research &amp; Standards”</td>
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<td></td>
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<td>• Ohio Valley Educational Cooperative, Central Kentucky Educational Cooperative Fall 2008 “A FOCUS for PLC” Model</td>
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<td>• BRITE Ideas Conference (Hosted By: Harrison County Schools)</td>
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<td></td>
<td></td>
<td>Total Years’ Experience 13 Years</td>
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<td></td>
<td>Kentucky Department of Education Effectiveness Coach &amp; Educational Recovery Specialist; Math and Language Arts Teacher; Director of Curriculum and Instruction; Highly Skilled Educator; and District Math Coach</td>
<td></td>
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</tbody>
</table>

Organizations: NAESP, KAESP, AASA, KASA, ASCD
Awards/ Recognitions
Wachovia Principal of the Year, Alexander County, NC 2002
2001-2002 Administrator of the Year, Alexander Co. Educational Office Professionals

Licensure/State:
Principal/ KY, NC Superintendent/KY, NC History (9-12)/NC Social Studies (8-12)/KY

Total Years’ Experience 13 Years
ADMOL 661
<table>
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<tr>
<th>Name</th>
<th>Relationship to University</th>
<th>Degree and Institution</th>
<th>Faculty Rank</th>
<th>Scholarship, Leadership, Professional Associations</th>
<th>Public School Certification and Experience in P-12 Schools</th>
<th>Course(s) Assigned</th>
</tr>
</thead>
</table>
| Claude “Mack” McCary | Adjunct                     | Ed. D. Harvard University | Instructor   | Education Consultant – NC New Schools Project; Chief Academic Officer, Guilford County Schools; Former Superintendent – Jackson Co., NC  
Using Accountability as a Lever for Changing the Culture of Schools: Examining District Strategies”, with Joe Peel and Wendy McColskey, Southeastern Regional Vision for Education (1997)  
“Visioning the Little Red Schoolhouse for the 21st Century”, with Joe Peel, Phi Delta Kappan (May, 1996)  
“Developing the Strategic Thinking of Instructional Leaders”, with Phil Hallinger, The Elementary School Journal (November, 1990)  
Using a Problem-Based Approach for Instructional Leadership Development”, with Phil Hallinger (1990, | Total Years P – 12 Experience/ state/ level: 26.5 – 7/CT; 19.5/NC School Administrative Experience/ state/Level: Principal 2/NC/Elem Other Administrative Experience/State/Yr/Level: Asst. Superintendent/NC/8.5; Superintendent/NC/3 Variety of C.O. Positions/NC/6 Licensure/State: Elementary/CT Principal/NC Superintendent/NC | ADMOL 678 |

- November 2008  
  - HSE Cadre  
    - August 2008 *Jim Knight Instructional Coaching Model*  
    - Letcher County District Leadership Retreat  
      August 2008  
      HSE Cadre  
    - July 2008 Kentucky Superintendents’ CEO Network  
      June 2008  
      "A FOCUS for PLC” Model
<table>
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<th>Degree and Institution</th>
<th>Faculty Rank</th>
<th>Scholarship, Leadership, Professional Associations</th>
<th>Public School Certification and Experience in P-12 Schools</th>
<th>Course(s) Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gary Pate</td>
<td>Full Time to the Institution, Full Time Department</td>
<td>Ed. D. UNC-Greensboro</td>
<td>Associate Professor</td>
<td>BOE examiner, Former Chair of Education Department, University of the Cumberlands Co-wrote sustentative change to SACS to allow online degree Wrote eleven online courses for Learning House Membership in Professional Organizations: Phi Delta Kappa, Education Law Association; N.O.L.P.E. (Education Law Association); Association of Curriculum Development; National Assoc. of Elementary School Principals Awards/ Recognitions Nominated Principal of the Year School Community Service Award</td>
<td>Total Years P – 12 Experience/ state/ level: 30.5 – 25/NC; 5.5/KY School Administrative Experience/ state/Level: Principal 21.5 – 13/NC/Elem; 5/KY_ELEM; 3/NC/MS; .5/KY/MS Other Administrative Experience/State/Yr/Level: Director of Special Ed. 1/NC Licensure/State: Principal (KY, NC) Dir. Exceptional Children (NC) Superintendent, Principal, and Exceptional Children’s Program Director, Special Education, History (7-12) (NC)</td>
<td>ADMOL 676</td>
</tr>
<tr>
<td>Fred Sagester</td>
<td>Full-time Unit Assoc. Chair Ed. Dept.; Direct. Grad. Ed.; Assess. Coord.</td>
<td>Ed. D. Ed. Leadership Nova Southeastern University</td>
<td>Full Professor</td>
<td>Presentations: International Association of K-12 Online Learning Regional Presentation: Online Course Development Indiana Association of Public School Superintendent Study Councils and the Indiana Association of School Principals: The Value of Online Learning Awards/ Recognitions: Principal of the year County Educator of the Year</td>
<td>Total Years P – 12 Experience/ State: 42; 41/IN, 1/FL School Administrative Experience/ state/Level: 4/IN/MS; 6/IN/HS; 1/FL/ELEM; 8/IN/Director Virtual School Other Administrative Experience/State/Yr/Level: 7/IN/Assistant Superintendent Licensure/State: Teaching English/IN and KY (Pending) Administration/IN and KY (Pending)</td>
<td>ADMOL 675</td>
</tr>
<tr>
<td>Name</td>
<td>Relationship to University</td>
<td>Degree and Institution</td>
<td>Faculty Rank</td>
<td>Scholarship, Leadership, Professional Associations</td>
<td>Public School Certification and Experience in P-12 Schools</td>
<td>Course(s) Assigned</td>
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<tr>
<td>Barbara Zwadyk</td>
<td>Adjunct</td>
<td>Ed. D. University of North Carolina-Greensboro</td>
<td>Instructor</td>
<td>Multiple publications and presentations Membership in Professional Organizations: NCASCD – board member NC Association for Supervision and Curriculum Development, Phi Delta Kappa National Association of Professional Women</td>
<td>Total Years P – 12 Experience/ state/ level: 29/NC School Administrative Experience/ State/Level: Asst. Principal 8 –HS/NC; Principal 2/NC/MS; 2/NC/HS; 1/NC/Middle College Other Administrative Experience/State/Yr/Le vel: Central Office - 2.5/NC/HS; 6.5/NC/PreK-12 Licensure/State: Principal/NC Superintendent/NC French/NC English/NC ELA 6-12/NC Mentor/NC</td>
<td>ADMOL 677</td>
</tr>
</tbody>
</table>
Appendix M

Memorandum of Understanding
Memorandum of Understanding

Between University of the Cumberlands and the ________________________________ School District Regarding a Partnership in Support of the Principal Redesign Program

In support of creating a supportive structure in which candidates are trained in a variety of leadership and pedagogical skills and practices that will enable them to be certified as Principal, University of the Cumberlands and the ________________________________ School District enter into the following agreements:

University of the Cumberlands will:

1. Work collaboratively with the District to design and/or modify a Principal preparation program that is both rigorous and relevant that will produce high-quality transformative school leaders;
2. Provide appropriate coursework and directly collaborate with the District in providing appropriate experiences which will lead candidates to successfully obtaining a Certificate as a School Principal or the Specialist in Education as a School Principal;
3. Work collaboratively with the District to identify, recruit and select students wishing to enroll in the Principal Redesign Program that both parties agree have the potential to be effective in facilitating positive change in the school environment;
4. Will maintain regular communications between University supervisors and school principals and other district administrators and will provide frequent feedback to district candidates;
5. Provide guidance to the District on effective training and support for areas of professional development and growth;
6. Collaborate with the District in defining the roles and responsibilities for the Principal candidates, school administrators and University Supervisors;
7. Ensure that the graduate Principal program provides the required exposure to diverse populations (cultural and economic diversity, ELL/ESL, special education, gifted and P-12);
8. Collaborate with District personnel to ensure that Principal candidates will be prepared to succeed in state mandated summative assessments;
9. Work cooperatively with District administrators to identify curricular and assessment issues and areas regarding professional development that need to be targeted to ensure continuous school improvement;
10. Define how Principal candidates will be assessed and how District input will be utilized as well as define expected competencies possessed by program completers;
11. Hold a minimum of two (2) seminars each academic year that will bring Principal candidates together to create a network of support and an opportunity to share information about their experiences;
12. Collaborate with the District in the creation of a continuous quality improvement process that is directed by assessment and survey data.
The District will:
1. Collaborate with University of the Cumberlands in providing appropriate field experiences, which will lead to Principal candidates successfully completing the program;
2. Agree to work in the spirit of cooperation in establishing an environment within the District that supports the successful transition of University of the Cumberlands’ students into the development of Principals;
3. Collaborate with University of the Cumberlands in providing appropriate internships or field experiences which will lead candidates to the successful completion of the Principal program;
4. Collaborate with the university in creating and designing professional development and training for Principal candidates that support the needs of the school and the learning needs of the Principal candidate;
5. Ensure that internship or field experiences provide exposure to diverse populations (cultural and economic diversity, ELL/ESL, special education, gifted, and K-12);
6. Share school and district assessment data with the University and with Principal candidates in order to identify areas for school and district growth;
7. Cooperate with University of the Cumberlands to allow the university to assess the professional development needs of the school and district;
8. Cooperate with Principal candidates employed by the district to allow them to help provide school or district professional development experience for other district faculty;
9. Work cooperatively with University of the Cumberlands to assist any program evaluation by any relevant data available in the public domain. All test scores, grades and attendance will be provided with full protection of the rights of all students and school and district personnel.
10. Provide district internet service to the university representative for the purpose of accessing electronic documents pertaining to the candidate’s field/clinical experience.

The Candidate will:
1. Complete the admissions process.
2. Agree to complete the program in the allotted timeframe.
3. Provide timely documentation to both university and district pertaining to release time and other responsibilities of the program.
4. Meet all program requirements.

Agreed on this day _______ of ____________, 20____ by

_____________________________________________________
Director of Education Leadership Programs, School of Education
University of the Cumberlands

_____________________________________________________
Vice President for Academic Affairs – University of the Cumberlands

_____________________________________________________
Superintendent of ________________________________ School District
Appendix N

Curriculum Contract
Reflective Constructors of Quality Learning Experiences Through Critical Thinking

University of the Cumberlands
Curriculum Contract
GRADUATE PLANNED PROGRAM/CURRICULUM CONTRACT
Principal Certification – Level I 30 Hour Program

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Date Completed</th>
<th>Grade</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMOL 650</td>
<td>Introduction to School Leadership</td>
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<td></td>
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</tr>
<tr>
<td>ADMOL 661</td>
<td>The School Principal’s Role in Improving School Climate and Culture</td>
<td></td>
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<tr>
<td>ADMOL 662</td>
<td>School and Community Relations</td>
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<tr>
<td>ADMOL 671</td>
<td>The School Principal’s Role in Curriculum Leadership</td>
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<tr>
<td>ADMOL 672</td>
<td>The School Principal’s Role in Assessing the Instructional Program and Monitoring</td>
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<tr>
<td>ADMOL 675</td>
<td>The School Principal’s Role in Creating Organizational Structures and Operations</td>
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<tr>
<td>ADMOL 670</td>
<td>Seminar on Resource Allocation: Strategic Management and School Budgeting</td>
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<tr>
<td>ADMOL 676</td>
<td>Human Resource Leadership</td>
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<tr>
<td>ADMOL 679</td>
<td>Research and Development: Capstone Project</td>
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Total Hours 30

Test Disclaimer: Administrator certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.kyepsb.net for current requirements or contact EPSB at 502-564-4606 or toll free 888-598-767

<table>
<thead>
<tr>
<th>Entrance Requirements</th>
<th>Continuous Assessment – Midpoint</th>
<th>Exit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Once admitted, a GPA of 3.0 must be maintained.</td>
<td>Contact with Advisor between 12 – 18 hours</td>
<td>Successful completion of all six anchor assessments</td>
</tr>
<tr>
<td>- Master’s degree from an accredited institution of higher education with a G.P.A. of 3.0 or higher</td>
<td>Capstone Project discussion with advisor and mentor:</td>
<td>Date _______________</td>
</tr>
<tr>
<td>- Three years of documented teaching experience in a private or public school which meets standards as established in KRS 156.160</td>
<td>Current GPA: _____</td>
<td>Fifteen (15) hours completed at University of the Cumberlands</td>
</tr>
<tr>
<td>- Current Teaching Certificate</td>
<td>Review date: _______________</td>
<td>Successful presentation of the Capstone Project and report of findings and recommendations shared with principal and other members of the school community. Date of Presentation: _______________</td>
</tr>
<tr>
<td>- Statement of Support from a school district signed by the superintendent or the superintendent's designee pledging a high quality practicum experience, including opportunities for the candidate to (a) observe school and district leaders, (b) participate in school and district leadership activities, (c) have access to aggregated school and district information and data. (If candidate does not have access to a district that has already partnered with UC in the form of a signed MOU or is not currently employed in a school district, candidate must provide a statement of support.)</td>
<td>Completed planned program on file</td>
<td>Statement from the School Principal and one or more other school staff viewing Capstone Project</td>
</tr>
<tr>
<td>- Three written statements which must be from a sitting principal, other school or district administrator and P-12 educator or professional staff attesting to the candidate’s skills and</td>
<td>Successful completion of three anchor assessments</td>
<td>Successful Capstone Project Cumulative GPA 3.0</td>
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<td>Date: _______________</td>
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<td>Faculty/P-12 Partner Disposition Survey</td>
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<td>Date: _______________</td>
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<tr>
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<td>Evidence of Diverse Experiences</td>
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<td>Date: _______________</td>
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</tbody>
</table>

Signature of Capstone Committee Chair
understanding of (a) ability to improve student achievement, (b) leadership, (c) advanced knowledge of curriculum, instruction, and assessment and evidence of ability to improve student achievement.

- Assessment of entry level writing assignment, which attests to and shows evidence of the candidate's skills and understanding of (a) ability to improve student achievement, (b) leadership, (c) advanced knowledge of curriculum, instruction, and assessment and evidence of ability to improve student achievement.
- Video Evaluation
- Kentucky Professional Code of Ethics signed by candidate.
- Criminal Record Check and Medical Exam

<table>
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<tr>
<th>School Leadership Licensure Assessment</th>
<th>Date</th>
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<td>KY Principal Specialty Test</td>
<td>Date</td>
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Student’s Signature (Indicating Responsibility for the above) (Date)

Chair, Department of Education’s Signature (Date)

Advisor’s
Reflective Constructors of Quality Learning Experiences Through Critical Thinking

University of the Cumberlands
Curriculum Contract
GRADUATE PLANNED PROGRAM/CURRICULUM CONTRACT
Principal Certification – Level II 6 Hour Program

Name:____________________________________________________ Social Security Number:______________________________
School:_________________________________________ Home: ___________________________
Address:________________________________________________________________________________ Phone:__________

Level II Courses

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<tr>
<th>Department</th>
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<th>Course Title</th>
<th>Date Completed</th>
<th>Grade</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ADMOL 678</td>
<td>The School Principal: Instructional Leadership and Culture and Climate</td>
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<tr>
<td>ADMOL 677</td>
<td>Seminar on Educational Change: Instructional Leadership</td>
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<td>Total Hours</td>
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Once admitted, a GPA of 3.0 must be maintained.

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<th>Continuous Assessment – Midpoint</th>
<th>Exit Requirements</th>
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<tbody>
<tr>
<td>-Kentucky Professional Code of Ethics signed by candidate. -Level 1 Principal Certification</td>
<td>Current GPA: __________</td>
<td>Cumulative GPA 3.0 _____ Y _____ N</td>
</tr>
<tr>
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<td>Review date: _________________</td>
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</tr>
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Student’s Signature (Indicating Responsibility for the above) (Date)

Chair, Department of Education’s Signature (Date)

Advisor’s Signature (Date)
Appendix O

Principal Candidate Handbook
Acknowledgement For
UNIVERSITY of the CUMBERLANDS
Principal Candidate Handbook: Acknowledgement Form

The Principal Preparation Handbook has been prepared for your information and understanding of the goals, policies, philosophies and practices of University of the Cumberlands’ Principal Preparation Program. Please download it from the University of the Cumberlands’ web-site at http://gradweb.ucumberlands.edu/education/maed/resources and read it carefully. Upon completion of your review of this handbook, sign the statement below and return it to the Professor of Record for ADMOL 650: Introduction to School Leadership.

I, ________________________________ , have downloaded and read a copy of University of the Cumberlands’ Principal Preparation Program Handbook, which outlines the goals, policies, philosophies, practices and procedures of the program, as well as my responsibilities as a candidate.

I have familiarized myself with the contents of this handbook. By my signature below, I acknowledge, understand, accept and agree to comply with the information contained in the Principal Preparation Handbook. I understand this handbook is not intended to cover every situation, which may arise during my candidacy, but is a general guide to the goals, policies, philosophies, practices and procedures of the Principal Preparation Program.

____________________________________
Candidate Name

____________________________________
Candidate ID

____________________________________
Candidate Signature

ADMOL 650: Introduction to School Leadership Instructor of Record

Date