



Professional Education Unit

Program Review Document 3: Program Experiences

Preparation Program: School Superintendent
Degree: None (Certification Only)
Certification Level: P-12
Preparation Level: Advanced
Rank Level: None
Date Submitted: February 1, 2010

Link to Graduate Catalog: [Graduate Catalog](#)

State Regulation governing this program: 16 KAR 3:010

The following WKU faculty and staff have contributed to the development of this document:
Dr. Gayle Ecton, Dr. J. R. Fiene, Dr. William Schlinker

Introduction

Program Relationship to Unit Conceptual Framework and Continuous Assessment Plan

WKU's *Conceptual Framework* represents beliefs and values that are shared by all programs that prepare university students to enter education professional fields. These fields include:

- Teachers in elementary, middle, and high schools
- Library media specialists
- Educational administrators
- School counselors
- School nurses
- School psychologists
- Speech pathologists

All these education professional preparation programs are considered by the National Council for Accreditation of Teacher Education (NCATE) and Kentucky's Education Professional Standards Board (EPSB) to represent WKU's *Professional Education Unit*. Faculty representatives from each of the education fields in the *Unit* were involved in various aspects related to the development and approval of the *Conceptual Framework*. An abridged version of the *Conceptual Framework* is attached to this document as Appendix A.

It is important to note that during the development of the *Conceptual Framework*, committee members thought it important to delineate all essential beliefs, ideas, and implications *even if they were difficult to measure or live out*. Thus, many beliefs, ideas, or implications reflect what the unit *aspires* to accomplish over time. At this point, program representatives have worked together in the current assessment cycle of the unit to focus on the following key values: Diversity, Reflection, Knowledge, Skills, and Dispositions, and Technology.

Based on these values, the Professional Education Council adopted the unit-wide *Continuous Assessment Plan*. From this plan, each program developed a Program Assessment Plan (Appendix B). As can be seen from our plan, the first "Continuous Assessment Matrix" maps out how our program attempts to live out the unit-wide assessment vision. The "Critical Performance Assessment Alignment Matrix" describes the assessments that our program uses to measure candidate progress toward the Kentucky Teacher Standards, which include technology and reflection. Unless noted, all these assessments are collected within the unit's Electronic Portfolio and Accountability Systems and are used to guide decisions as indicated in the Transition Points described earlier. The "Other Key Data Collection Matrix" identifies where other unit-wide data related to the unit *Conceptual Framework* are collected within our program.

Educational leaders are faced with the responsibility of ensuring safe school environments where students from an array of diverse backgrounds can be educated, display respect for one another and learn to work together cooperatively. The unit is aware of diversity issues in the rural, urban and suburban school communities that must be attended to in the preparation of school leaders.

To address the need for greater ethnic and racial diversity among the state’s instructional leaders the unit joined with the Kentucky Department of Education, the Kentucky Association of Black School Educators, and the Governor’s office to establish the Administrative Leadership Institute a program to prepare minority students for candidacy in school leadership roles.

Instruction related to the impact of diversity on school leadership is embedded in all department programs. The following courses provide direct opportunities for our program candidates to address topics related to diversity: EDAD 683, Seminar in Curriculum Development; EDAD 684, Instructional Leadership; EDAD 682, School-Community Relations; EDAD 594, Seminar in Leadership: Auxiliary Programs; EDAD 597, Problems in Education Administration; and EDAD 677, School Law.

Finally, after the Professional Education Council adopted a unit-wide set of dispositions (see Appendix A), our program has identified the following courses and experiences where we or field observers (e.g., KPIP committees) assess our students’ display of behavior associated with these dispositions: EDAD 682, School-Community Relations; EDAD 683, Seminar in Curriculum Development; and EDAD 677, School Law.

Program Overview

- ***Brief Program Description***

The School Superintendent preparation program certifies candidates to provide school district leadership as the superintendent of schools. Upon successful completion of the standards-based program, students will be transformational leaders who are leaders in instructional matters; communicators in positive, promotional, and pro-active ways; organizational leaders grounded in legal and ethical foundations, and district leaders practicing sound financial management.

Courses are delivered face-to-face, Web enhanced, or online. More than half of the courses are face-to-face; the rest are Web enhanced and online. Students have the option of taking courses on the main campus or at one of the satellite locations in Elizabethtown, Owensboro, or Glasgow.

- ***Standards Addressed by Program***

The School Superintendent preparation program’s Learned Society standards are the Interstate School Leaders Licensure Consortium (ISLLC) Standards.

A. Content Standards

1. Course Descriptions

- ***Core Leadership Courses***

EDAD 639: The Superintendency

Function, role, and responsibilities of the school superintendent. Topics include politics and education; superintendent’s relationships with the school board, central office staff, and with the

state department of education; the budget process; strategic planning; and curriculum leadership.

EDAD 649: School System Administration

School system operations including finances, auxiliary services, human resources, federal and state programs, facilities, and curriculum and instruction.

EDAD 659: Strategic Planning in Education

Examination of planning processes used by leaders to direct educational change and improvement. Includes strategic planning approaches designed to address macro and micro organizational goals.

EDAD 598: Field-Based Experience in Educational Administration – Superintendent

Clinical experiences with practitioners in the field to acquaint the prospective administrator with the realities of educational organizations.

2. Standard Alignment Matrices

▪ *Program Alignment to the Kentucky Teacher Standards*

Appendix B contains our Program Assessment Plan. The “Critical Performance Assessment Alignment Matrix” describes the assessments that our program uses to measure candidate progress toward Kentucky Teacher and ISLLC standards.

▪ *Program Alignment to Learned Society Standards: ISLLC*

Table 1 demonstrates the alignment of our content courses with our learned society standards (ISLLC).

Table 1: School Superintendent				
Learned Society Standards (ISLLC)	Core Courses Alignment to Learned Society Standards			
	EDAD 639	EDAD 649	EDAD 659	EDAD 598
Standard 1	X	X	X	X
Standard 2	X	X	X	X
Standard 3	X	X	X	X
Standard 4	X	X	X	X
Standard 5	X	X	X	X
Standard 6	X	X	X	X

Interstate School Leaders Licensure Consortium (ISLLC) Standards

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an education leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interest and needs, and mobilizing community resources.
- Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

3. Courses/Experiences that Address the Professional Code of Ethics

The Professional Code of Ethics for Kentucky School Personnel is reviewed in EDAD 597, Problems in Educational Administration; EDAD 677, School Law; and EDAD 690, Principalship. In addition, candidates are provided opportunities in most of the other core courses to learn about and discuss the EPSB’s code of ethics. Superintendent candidates have had one or more of the courses identified as part of their prerequisites to the Superintendent program.

B. KERA Initiatives

As future district instructional leaders, superintendents must be prepared in many initiatives of the Kentucky Education Reform Act (KERA). Superintendent candidates must have completed both Level I and Level II of either Principal or Supervisor of Instruction as prerequisite to the Superintendent program. KERA initiatives are integrated into all classes of both programs. For example, Learner Goals, and Academic Expectations and the Program of Studies are studied in EDAD 683, EDAD 684, and EDAD 594. The Core Content for Assessment and Commonwealth Accountability Testing System are studied in EDAD 683 and EDAD 684. School Based decision-making is discussed in many classes. Comprehensive Planning and the Performance Standards are emphasized in EDAD 683 and EDAD 684. In addition, relevant aspects of KERA initiatives are discussed from the perspective of the superintendent’s role in three of the four courses for Superintendent certification, EDAD 639, EDAD 649, and EDAD 659.

C. EPSB Themes

COURSES	EPSB Themes									How Course Addresses Theme
	Diversity	Assessment	Literacy	Closing Achievement	Technology-TSSA	Code of Conduct	Safety	Leadership		
EDAD 598	x						x			Superintendent’s role and board’s role in working with diverse school and community groups. Safety: Students participate in field experiences dealing with school safety issues from the superintendent’s perspective.

EDAD 639	x	x		x				Examining superintendent's role in getting to proficiency and closing the gaps; issues and challenges related to diversity; importance of a diverse staff; working with diverse community groups.
EDAD 649	x			x				District administration of programs that address diverse needs and programs that provide instructional support to closing the gap.
EDAD 659	x	x		x			x	Developing school and district strategic plans to meet diverse needs, close the achievement gap, using assessment data for developing plans. Safety: Developing school and district strategic plans to meet diverse needs, close the achievement gaps, address safety issues affecting all stakeholders and using assessment data for developing plans.

Table 3: How Program Addresses Kentucky Department of Education Requirements

COURSES	KDE Requirements						How Course Addresses Requirements
	MUNIS	SISI	STI	SBDM	Special. Educ. Law & ARC		
EDAD 598				x	x		Superintendent's role and board's role in working with diverse school and community groups
EDAD 639	x	x	x	x			Examining superintendent's role in getting to proficiency and closing the gaps; issues and challenges related to diversity; importance of a diverse staff; working with diverse community groups
EDAD 649	x	x	x				District administration of programs that address diverse needs and programs that provide instructional support to closing the gap.
EDAD 659	x	x	x		x		Developing school and district strategic plans to meet diverse needs, close the achievement gap, using assessment data for developing plans.

Table 4: Matrix of School Administration and Supervision Curricula with National Educational Technology Standards for Administrators (NETS-A)

ADVANCED PROGRAM FOR INSTRUCTIONAL LEADERSHIP: SCHOOL SUPERINTENDENT												
A "1" indicates knowledge, "2" application and "3" utilization of that Standard Performance Indicator in the designated course.												
NETS-A Number	Standards and Performance Indicators	COURSES										
		EDAD 639	EDAD 649	EDAD 659	EDAD 598							
STANDARD 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.												
Performance Indicators for Educational Leaders												
I.A.	Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.	1	1	1								
I.B.	Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.		1									
I.C.	Foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.	1		1								
I.D.	Use data in making leadership decisions.	1	2	2	1							
I.E.	Advocate for research-based effective practices in use of technology.	1										
I.F.	Advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.	1										
STANDARD II: LEARNING AND TEACHING. Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.												
Performance Indicators for Educational Leaders												
II.A.	Identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.	1	1	1	1							

II.B.	Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.			1								
II.C.	Provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.				1							
II.D.	Facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.	1		1	1							
II.E.	Provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improve learning and teaching with technology.		1									

Table 4 (Cont): Matrix of School Administration and Supervision Curricula with National Educational Technology Standards for Administrators (NETS-A)

ADVANCED PROGRAM FOR INSTRUCTIONAL LEADERSHIP: SCHOOL SUPERINTENDENT												
A “1” indicates knowledge, “2” application and “3” utilization of that Standard Performance Indicator in the designated course.												
NETS-A Number	Standards and Performance Indicators	COURSES										
		EDAD 639	EDAD 649	EDAD 659	EDAD 598							
STANDARD III. PRODUCTIVITY AND PROFESSIONAL PRACTICE. Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.												
Performance Indicators for Educational Leaders												
III.A.	Model the routine, intentional, and effective use of technology.	1										
III.B.	Employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.	1	1	1	1							
III.C.	Create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.				1							

III.D.	Engage in sustained, job-related professional learning using technology resources.	1			1							
III.E.	Maintain awareness of emerging technologies and their potential uses in education.		1	1								
III.F.	Use technology to advance organizational improvement.	1	1		1							
STANDARD IV. SUPPORT, MANAGEMENT AND OPERATIONS. Educational leaders ensure the integration of technology to support productive systems for learning and administration.												
Performance Indicators for Educational Leaders												
IV.A.	Develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.	1		1								
IV.B.	Implement and use integrated technology-based management and operations systems.				1							
IV.C.	Allocate financial and human resources to ensure complete and sustained implementation of the technology plan.			1								
IV.D.	Integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.		1	2								
IV.E.	Implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles.	1	1									

Table 4 (Cont): Matrix of School Administration and Supervision Curricula with National Educational Technology Standards for Administrators (NETS-A)

ADVANCED PROGRAM FOR INSTRUCTIONAL LEADERSHIP: SCHOOL SUPERINTENDENT												
A “1” indicates knowledge, “2” application and “3” utilization of that Standard Performance Indicator in the designated course.												
NETS-A Number	Standards and Performance Indicators	COURSES										
		EDAD 639	EDAD 649	EDAD 659	EDAD 598							
STANDARD V. ASSESSMENT AND EVALUATION. Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.												
Performance Indicators for Educational Leaders												

D. Program Faculty

Table 5: Education and Content Faculty Information

Faculty Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member	Faculty Rank	Scholarship, Leadership in Professional Organizations, and Service: List up to 3 major contributions in the past 3 years.	Teaching or other professional experience in P-12 schools	Status to institution & education unit
William Schlinker	Ed. D., Educational Administration- Vanderbilt University	-Dept. Head, Educational Administration, Leadership, and Research - Instructor -KPIP Coordinator -NCATE department contact	Associate Professor	-Schlinker, W., Kelley, W., O’Phelan, M., & spall, S. (2008) <i>Support and resources for site-based decision-making councils: Perceptions of former council members of two large Kentucky school districts.</i> Florida Journal of Educational Administration & Policy. - Member, CEBS Curriculum Committee (2005-2006, 2008-2009) -University Coordinator of the Kentucky Principal Internship Program (2005-present) -CEBS representative to Kentucky Board of Examiners Training, Division of Educator Preparation of the Education Professional Standards Board (2006)	-Elementary teacher -Teacher Corp supervisor -District Adult Education Director -K-8 Principal -District Federal Programs Coordinator -District Instructional Supervisor -District Professional Development Coordinator -District Assessment Coordinator -District Assistant Superintendent for Instructional Services	Full-time
Christopher R. Wagner	Ph.D., Educational Administration, University of Minnesota	Faculty, course development, outreach, research, doctoral program committees, doctoral dissertation committees (member and chair), Alternative Principal Certification Program Coordinator.	Professor	Scholarship - Publication: Wagner, C. 2006. A school leader’s tool for assessing and improving school culture. <i>Principal Leadership</i> , December, National Association of Secondary School Principals, Reston, VA.; Wagner, C. 2008. The silent curriculum: Lesson plans for leaders. Kentucky School Leader, Fall, Kentucky Association of School Administrators, Frankfort, KY. Service –Professional Educational Unit (2-years); University Senate (2-years); President, Center for Improving School Culture; Vice-President, National School Improvement Project, Inc.	Teaching – 7 years; Principal – 16 years, Central Office Administrator – 3 years; Research Fellow – University of Minnesota 2 years; Assistant Director, Minnesota LEAD Project – 1 year.	Full-time
Fred P. Carter	Ed. D. – Vanderbilt University	Administrative- director of Teacher Services and School Relations	Associate Professor	Served as Deputy Secretary of the Kentucky Education Cabinet in 2007-2008. Initiated P-16 Council involving WKU, KCTCS, and Warren, Barren, and Simpson Public Schools Served as liaison between WKU and regional K-12 schools.	33+years of public school experience including teacher, asst. principal, principal, instructional supervisor, and superintendent	Full-time
Gayle W. Ecton	Ed.D - Educational Administration, University of Kentucky	Faculty	Associate Professor	Member State Committee to develop Leadership Continuum Member State Educational Leadership Development Collaborative Coordinator for Principal Program Redesign	Teacher, Principal, Superintendent	Full-time
Sharon Spall	Ph.D, Texas	Teaching: Research,	Associate	- Editor for the AERA, Rural Education Special	Teaching: 16 years	Full time

	A&M University, College Station, TX	School Law, Issues and Trends in Education. Research: Research with students and research on program development for doctoral studies Service: Department, College, and University committee work	Professor	Interest Group Newsletter. -Presentation at Southern Regional Council for Educational Administration -Document review for proposals and submissions for AERA and journals.	Administration: 6 years	
Stephen K. Miller	Ph.D., Foundations of Education, Michigan State University	-Instructor, Research classes -Work with doctoral students, with emphasis on chairing dissertations and research	Associate Professor	-Little, P. S., & Miller, S. K. (2007). Hiring the best teachers? Rural values and person-organization fit theory. <i>Journal of School Leadership</i> , 17, 118-158. -Guest editor, with Z. M. Jack. (2007). Education, the power of ideas, and the tensions of rural life [Special issue]. <i>Southern Rural Sociology</i> , 22(1), 15-125. -Chair, Standards and Admissions Committee, University of Louisville	-Jr. High Science teacher -Assistant Principal, Jr. High -Principal, Upper grades-Jr. high	Full-time
Jianlaing Wang	Ed. Administration and Policy Studies State University of New York at Albany	Graduate faculty Research Methods, School Finance, Comparative Education & Issues and Trends of Education	Associate Professor	MSERA Comparative and International Education Society Chinese Education Society	5 years teaching high school	Full-time

E. WKU Curriculum Contract

See the next pages.



Curriculum Contract

Professional Certificate for Instructional Leadership-School Superintendent, All Grades

Contact Information:

Last,	First	Middle	WKU ID Number
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Street	Home Phone Number
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City	State	Zip Code	E-mail Address
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Specific degree and certification requirements with advisement sheets attached.

WESTERN KENTUCKY UNIVERSITY --- CURRICULUM CONTRACT

Professional Certificate for Instructional Leadership-School Superintendent, All Grades					
<p style="text-align: center;">Prerequisite Courses</p> <p>Completion of Level I and II preparation program requirements for administrative endorsement as principal or supervisor.</p>	<p style="text-align: center;">Required Courses</p> <p>EDAD 639 The Superintendency EDAD 649 School System Administration EDAD 659 Strategic Planning in Education EDAD 598 Field Based Experience - Superintendency</p> <p>-----</p> <p><u>Summary:</u></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Prerequisite</td> <td>Level I and II Principal or Supervisor</td> </tr> <tr> <td>Required</td> <td>12 hours</td> </tr> </table>	Prerequisite	Level I and II Principal or Supervisor	Required	12 hours
Prerequisite	Level I and II Principal or Supervisor				
Required	12 hours				

**Delineation of Program Transition Points – Advanced Preparation
Instructional Leadership-School Superintendent**

Transition I: Admission to Graduate Studies and Research			
Data Reviewed	Minimal Criteria for Admission	Review Cycle	Reviewed by
<ul style="list-style-type: none"> ■ Admission Application ■ Transcript Record ■ Degrees ■ Graduate Record Examination (GRE) ■ GPA Teaching certificate 	<ul style="list-style-type: none"> ■ Masters Degree ■ Evidence of teaching certificate 	<ul style="list-style-type: none"> ■ Fall and Spring 	<ul style="list-style-type: none"> ■ Graduate Studies and Research
Transition II: Admission: School Superintendent			
<ul style="list-style-type: none"> ■ Department Admission Application ■ GPA ■ Degrees ■ Teaching certificate ■ Level I and II preparation requirements for endorsement as principal or supervisor 	<ul style="list-style-type: none"> ■ Master’s Degree ■ Standard teaching certificate ■ Three years teaching ■ 3.2 GPA ■ Candidate signature on program Level I and II principal or supervisor 	<ul style="list-style-type: none"> ■ Each term 	<ul style="list-style-type: none"> ■ Department faculty ■ Office of Teacher Services
Transition III: Exit			
<ul style="list-style-type: none"> ■ GPA ■ Dispositions Scores ■ Critical Performance Scores ■ Field Experiences ■ Transcripts 	<ul style="list-style-type: none"> ■ 3.0+ GPA ■ Satisfactory performance toward ISLLC standards ■ All dispositions average “At Standard” ■ All Critical Performances average score ■ Successful completion of field work ■ Two years school administrator experience ■ Completion of 60 hours graduate credit above bachelor’s degree in approved certification program ■ Successful completion of required courses 	<ul style="list-style-type: none"> ■ Each term 	<ul style="list-style-type: none"> ■ Department faculty ■ Office of Teacher Services

To be recommended for certification, an applicant must document:

- Completion of an approved School Superintendent preparation program;
- Achievement of a 3.0 GPA overall
- Two years experience in a school administrative position
- Completion of a minimum of sixty (60) semester hours graduate credit above the bachelor’s degree in an approved certification program

EPSB Disclaimer: Educational Leadership requirements are subject to change. Current requirements should be verified with the Education Professional Standards Board (EPSB) Web site at www.epsb.ky.gov or call 502-564-4606 or toll free 888-598-7667.

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____



Form B-105

GRADUATE COLLEGE

Instructional Leadership-SUPERINTENDENT Certification

NAME _____
Last First Middle/Maiden

WKU ID Number: _____

PHONE: _____

ADDRESS: _____

Street

City/State

Zip Code

Undergraduate Degree Institution: _____ Date: _____

Graduate Degree Institution: _____ Date: _____

Certification(s) Held & Dates _____

Note: Standard Teaching Certificate Required

EDUCATION COURSES	HRS	DATE	TR	SUBJECT MATTER	HRS	DATE	TR
PREREQUISITE							
Completion of Level I and II preparation requirements for administrative endorsement as Principal or Supervisor of Instruction.							

EDUCATION COURSES	HRS	DATE	TR	SUBJECT MATTER	HRS	DATE	TR
EDAD 639	3						
EDAD 649	3						
EDAD 659	3						
EDAD 598 (superintendent)*	3						

STUDENT _____
Signature Date

CERTIFICATION OFFICER _____
Signature Date

RANK I ADVISOR _____
Signature Date

GRADUATE DEAN _____
Signature Date

- NOTE:** (1) A 3.2 GPA is required for admission to the program.
 (2) Students must submit a comprehensive professional exit portfolio.
 (3) Throughout the program, students will be assessed on field experiences and disposition, through Critical Performances, examinations, and criteria deemed necessary to monitor progress

White- Graduate Studies
 Goldenrod-Student
 Yellow-Certification
 Blue- Advisor

F. Syllabi

All educational administration course syllabi associated with the School Superintendent program are available at <http://edtech.wku.edu/peu/course-syllabi-epsb.htm>:

EDAD 639: The Superintendency

EDAD 649: School System Administration

EDAD 659: Strategic Planning in Education

EDAD 598: Field Based Experience – Superintendency

APPENDIX A



Professional Education Unit

Conceptual Framework Core Beliefs

Conceptual Framework

Mission

- The professional education unit of Western Kentucky University recruits, prepares, and supports school practitioners and education leaders who can facilitate the learning of all children and empower them to achieve at high levels as they become life-long learners and productive citizens in a global society.

Vision

- The professional education unit aspires to become a nationally recognized community of scholars who apply the best that theory, research, and experience can contribute to teaching and learning and create new knowledge that makes teaching, learning, and the operation of school more efficient and effective.

Beliefs About Children & Schools

BELIEF 1

All children can learn at high levels.

BELIEF 2

All children have a right to a quality education that empowers them to meet high expectations for learning as defined by a democratic society.

Beliefs About Education Professionals

BELIEF 3

Diversity in our schools adds richness to the learning environment and provides enhanced opportunities and possibilities for teaching and learning.

BELIEF 4

Highly effective education professionals require high levels of ability, rigorous training, and on-going development of teaching/leadership skills that include reflective decision-making.

BELIEF 5

Highly effective education professionals know, apply, and reflect on the effectiveness of a variety of theories, models and strategies in order to produce maximum learning for all students in all types of school contexts and cultures.

BELIEF 6

Highly effective education professionals interact with the home and/or community of their students to facilitate teaching and learning.

BELIEF 7

Highly effective education professionals have a strong content knowledge, sound pedagogical knowledge and skills, and essential dispositions for facilitating learning and functioning as team members in schools.

- WKU has adopted the following knowledge and skills as key to the success of education professionals:

Kentucky's Teacher Standards

Standard 1 – Content Knowledge: Demonstrates a current and sufficient knowledge of certified content areas to develop student knowledge and performance in those areas

Standard 2 – Designs/Plans: Designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 3 – Learning Climate: Creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 4 – Implements/Manages: Introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 5 – Assessment: Assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 6 – Technology: Uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research

Standard 7 – Reflection: Reflects on and evaluates specific teaching/learning situations and/or programs

Standard 8 – Collaboration: Collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 9 – Professional Development: Evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan

Standard 10 – Leadership: Provides professional leadership within the school, community, and education profession to improve student learning and well-being

- WKU has adopted the following dispositions as key to the success of education professionals:

<i>Candidate Values...</i>	<i>As Demonstrated by...</i>
<i>Learning</i>	Attendance - Consistently attends class and is on time
	Class participation - Actively engaged and interested in the class activities
	Class preparation - Consistently comes to class well prepared
	Communication - Uses language to express ideas very effectively regardless of the age of the listener
<i>Personal Integrity</i>	Emotional control - Displays steady emotional temperament, is receptive to viewpoints of others and their suggestions
	Ethical behavior - Shows self to be a person of strong character
<i>Diversity</i>	Willingly works with others from different ability, race, gender, or ethnic groups
<i>Collaboration</i>	Actively seeks out and incorporates ideas of others and willingly works with others to improve the overall environment
<i>Professionalism</i>	Respect for school rules, policies, and norms - Knows school rules and policies, follows them consistently, understands the purpose of regulations and respects their intent
	Commitment to self-reflection and growth - Actively seeks suggestions and constructive criticism, regularly engages in learning through self-reflection
	Professional development and involvement - Makes use of information from professional organizations, professional publications, and educational resources
	Professional responsibility - Accepts responsibility for own actions and for helping all students learning and actively seeks self-improvement

BELIEF 8

Highly effective education professionals utilize technology for teaching and learning, assessment management, and research to the greatest extent possible.

Beliefs About Assessment and Accountability

BELIEF 9

Highly effective education professionals hold themselves accountable for their own performance by collecting, analyzing, and reporting learning results and using this information to improve performance and programs.

BELIEF 10

Highly effective education units develop and maintain assessment systems that follow the continuous progress of candidates toward the achievement of high standards-based performance expectations that are clearly defined and publicly communicated.

Alignment Matrix: NCATE, Kentucky Teacher Standards, PEU Conceptual Framework, WKU Strategic Plans

NCATE Relationship	Standard Source		WKU PEU Conceptual Framework		WKU Strategic Planning Documents	
			Conceptual Framework Standards/Values	Conceptual Framework Beliefs	Academic Affairs Strategic Plan (Objectives)	WKU Strategic Plan (Goals)
NCATE Content/Pedagogical Content Knowledge	Conceptual Framework Aligned with Kentucky Teacher Standards	KTS1	Content Knowledge	3,5,7	1a,1e,2e	2
NCATE Pedagogical Knowledge & Skills		KTS 2	Designs/Plans	1-3,5,7	1e	1
		KTS 3	Learning Climate	1-3,7	1e	1
		KTS 4	Implements/Manages	2,3,5,7	1e	1
		KTS 5	Assessment/Evaluation	1,2,4,6,7,9	1e	1
		KTS 6	Technology	5,7-9	1g,3b	1,3
		KTS 7	Reflection	5,7-9	1a,1e	1
		KTS 8	Collaboration	1-3,6	4b	4
		KTS 9	Professional Development	4,5,7,9	3b	3
		KTS 10	Leadership	1,2,4,5,7,9	1b,d	1
NCATE Dispositions	KTS 2-4	Dispositions	1-3,5-7,9	1a-c	1	
NCATE Standard 3	Conceptual Framework		Field Experiences & Clinical Practice	3,5,6	1e	1
NCATE Standard 4		KTS 2-4	Diversity	1-3,6	1b,1c,2g,2h,3d	1-3
NCATE P-12 Learning			Impacts P-12 Student Learning	5,8,9	1b	1

APPENDIX B



Professional Education Unit

Program Assessment Plan – Advanced Preparation

Name of Preparation Program: *School Superintendent*

Date Completed:

Date Submitted:

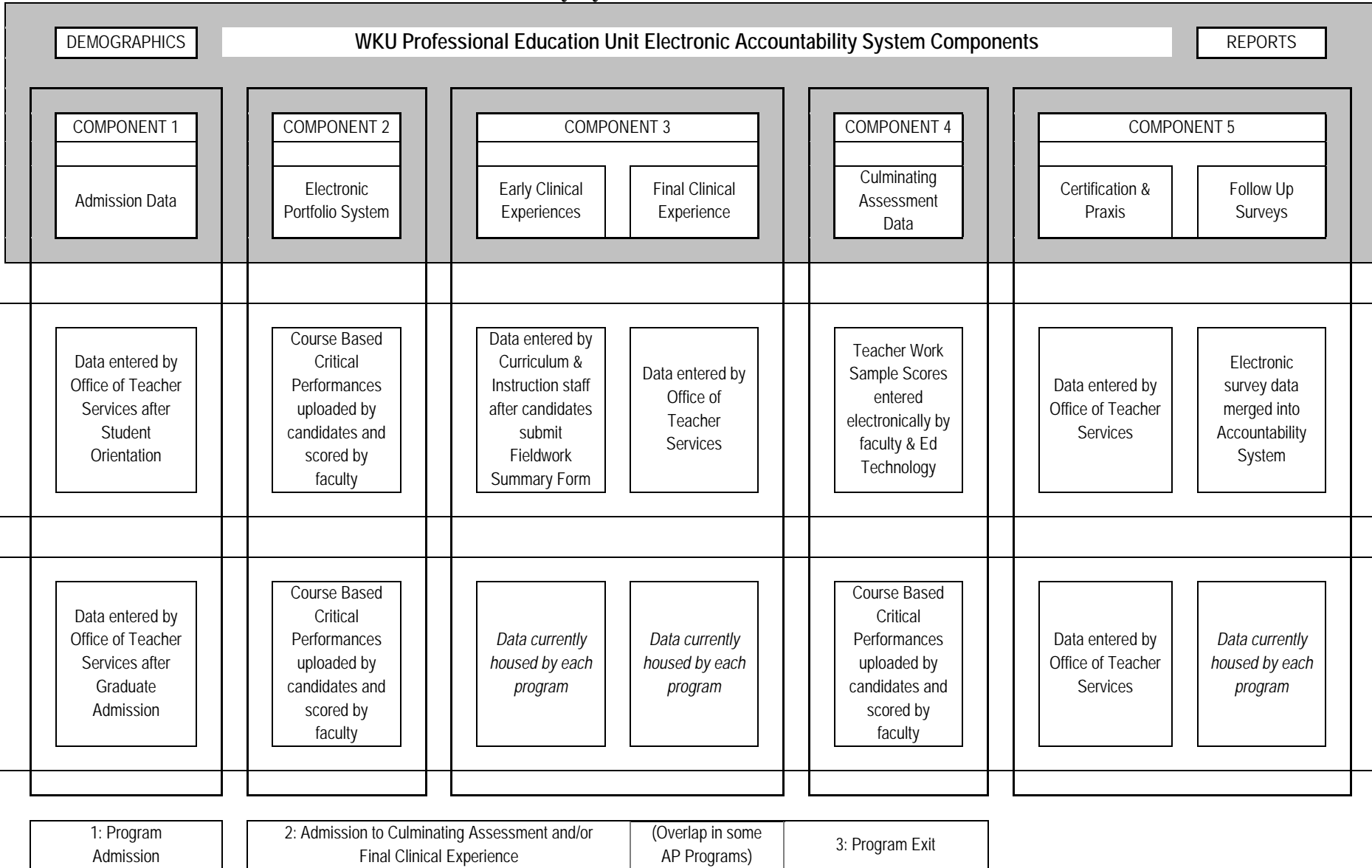
Submitted By:

Dr. Gayle Ecton

WKU PROFESSIONAL EDUCATION UNIT WIDE CONTINUOUS ASSESSMENT MATRIX - ADVANCED PREPARATION								
	Component 1: Admission Data	Component 2: Course Based Assessment Data	Component 3: Clinical Experiences Data		Component 4: Culminating Assessment Data	Component 5: Exit and Follow Up Data		
Conceptual Framework Standards/Values	REOS	Critical Performances	Early Clinical Experiences	Final Clinical Experience/Evaluation	Capstone Assessment	Exit Survey	Alumni Survey	Employer Survey
Content Knowledge	Various Data Required by Graduate Studies and/or Program	Aligned to Kentucky Teacher and Learned Society Standards		X	X	X	X	X
Designs/Plans				X	X	X	X	X
Learning Climate				X	X	X	X	X
Implements/Manages				X	X	X	X	X
Assessment/Evaluation				X	X	X	X	X
Technology				X	X	X	X	X
Reflection				X	X	X	X	X
Collaboration				X	X	X	X	X
Professional Development				X	X	X	X	X
Leadership				X	X	X	X	X
Dispositions				X	X			
Field Experiences & Clinical Practice				X	X			
Diversity				X	X	X		
Impacts P-12 Student Learning					X			
DATA MAINTAINED BY:	OTS	Faculty	Program	Program	Program	Program	Program	Program
DATA HOUSED IN:	CEBS ACCSYS	CEBS ACCSYS						
DATA REPORTING CYCLE:	Semester	Yearly	Yearly	Yearly	Yearly	Yearly	Yearly	Biannually
DATA REVIEWED BY:	Program	Faculty/Programs/PEC	Program	Program	Program/Dean	Program	Program	Program
Transition Points:	1: Program Admission	2: Admission to Culminating Assessment		(May be part of TP 2 or 3)	3: Program Exit			

*Each advanced program must identify forms or associated questions/rubric items for each X.

How Data Fit and Are Used Within the Electronic Accountability System



*Italics indicates data currently housed elsewhere that will be added to Accountability System in the future.

Critical Performance Assessment Alignment Matrix* (Current: Fall 2008)
Advanced Preparation Professional Education Program Critical Performance Assessments
(Instructional Leader - School Principal All Grades)

Courses	Learned Society Standards (ISLLC)					
	I	II	III	IV	V	VI
	Visionary Leader	Curricular Leader	Managerial Leader	Collaborative Leader	Ethical Leader	Political Leader
EDFN 500						
PSY 510/511/519						
EDFN 576						
EDAD 585						
EDAD 588			School. Budget Analysis			
EDAD 594						
EDAD 597	Professional Growth Plan					
EDAD 677						School Policy Analysis
EDAD 682				Sch. Com. Partnership Plan		
EDAD 683		Prioritize Curriculum.				
EDAD 684						
EDAD 690					Ethics Case Study	
Alignment	7,9	1,2,3,5	4,6	8	10	10
	Kentucky Teacher Standards					

Kentucky Teacher Standards (KTS)	
Standard 1: Content Knowledge	Standard 6: Technology
Standard 2: Designs/Plans	Standard 7: Reflection
Standard 3: Learning Climate	Standard 8: Collaboration
Standard 4: Implements/Manages	Standard 9: Professional Development
Standard 5: Assessment	Standard 10: Leadership

***CLARIFICATION:** This matrix for the Instructional Leadership – School Principal All Grades has been included as part of this program assessment as students enrolled in other certification programs will complete some of these experiences since some of the same courses identified in the matrix are also required for other certifications. There are in-course experiences and assessments in all courses required for other certifications that address standards, however, some of the formal data collection that is done for the school principal program has not been developed and utilized in the other certification areas. The process of developing and using this new approach to formal data collection for the existing principal program has helped the department to identify issues that need to be fixed as part of the redesign process. Upon completing the new state requirements to redesign the principal preparation program, the department will then redesign all other certification programs building on the new principal program to have the same common core of experiences, assessments, and data collection points for all students. In addition, appropriate formal experiences and assessments will also be developed for the certification-specific courses in other certifications.

**Delineation of Program Transition Points – Advanced Preparation
School Superintendent**

Transition I: Admission to Graduate Studies and Research			
Data Reviewed	Minimal Criteria for Admission	Review Cycle	Reviewed by
<ul style="list-style-type: none"> ■ Admission Application ■ Transcript Record ■ Degrees ■ GPA Teaching certificate 	<ul style="list-style-type: none"> ■ Masters Degree ■ Evidence of certificate 	<ul style="list-style-type: none"> ■ Fall and Spring 	<ul style="list-style-type: none"> ■ Graduate Studies and Research
Transition II: Admission: School Superintendent			
<ul style="list-style-type: none"> ■ Department Admission Application ■ GPAs ■ Degrees Teaching certificate Level I and II preparation requirements for endorsement as principal or supervisor 	<ul style="list-style-type: none"> ■ Master’s Degree ■ Standard teaching certificate ■ Three years teaching ■ 3.2 GPA ■ Candidate signature on program Level I and II principal or supervisor 	<ul style="list-style-type: none"> ■ Each term 	<ul style="list-style-type: none"> ■ Department faculty ■ Office of Teacher Services
Transition III: Exit			
<ul style="list-style-type: none"> ■ GPA ■ Dispositions Scores ■ Critical Performance Scores ■ Field Experiences Transcripts Employment verification 	<ul style="list-style-type: none"> ■ 3.0+ GPA ■ Satisfactory performance toward ISLLC standards ■ All dispositions average “At Standard” ■ All Critical Performances average score ■ Successful completion of field work Two years school administrator experience Completion of 60 hours graduate credit above bachelor’s degree in approved certification program Successful completion of required courses 	<ul style="list-style-type: none"> ■ Each term 	<ul style="list-style-type: none"> ■ Department faculty ■ Office of Teacher Services

To be recommended for certification, an applicant must document:

- Completion of an approved School Superintendent preparation program;
- Achievement of a 3.0 GPA overall
- Two years experience in a school administrative position
- Completion of a minimum of sixty (60) semester hours graduate credit above the bachelor’s degree in an approved certification program

Remediation Opportunities:

TP 1: Candidates who do not qualify for admission may seek alternative admission.

TP 2: Candidates who do not qualify for admission may seek admission to alternative route to superintendent certification.

TP 3: Candidates may request additional instruction and/or assistance from faculty and may resubmit...

Other Key Data Collection Matrix*

Preparation Program: Instructional Leadership - School Principal (All Grades) (Advanced Preparation)

CF Values	Unit-Wide Assessment	Program Level Data Collection Points (Courses)				
		1	2	3	4	5
Dispositions	Dispositions Form	EDAD 677	EDAD 682	EDAD 683		
Field Experiences & Clinical Practice	Early Clinical Experience Summary Information	EDAD 677	EDAD 682	EDAD 683		
Field Experiences & Clinical Practice	Final Clinical Experience Summary Information	EDAD 690				
ISLLC/Impacts P-12 Educational Leaders	Capstone Assessment	EDAD 690				
ISLLC/Dispositions	Final Clinical Experience Evaluation	EDAD 690				
ISLLC Standards	Exit Survey	EDAD 690				
Diversity*	Early/Final Clinical Experience Summary Information	EDAD 594	EDAD 677	EDAD 682		

*Please indicate the course or experience your program uses to guarantee that all candidates work with diverse students.

***CLARIFICATION:** This matrix for the Instructional Leadership – School Principal All Grades has been included as part of this program assessment as students enrolled in other certification programs will complete some of these experiences since some of the same courses identified in the matrix are also required for other certifications. There are in-course experiences and assessments in all courses required for other certifications that address standards, however, some of the formal data collection that is done for the school principal program has not been developed and utilized in the other certification areas. The process of developing and using this new approach to formal data collection for the existing principal program has helped the department to identify issues that need to be fixed as part of the redesign process. Upon completing the new state requirements to redesign the principal preparation program, the department will then redesign all other certification programs building on the new principal program to have the same common core of experiences, assessments, and data collection points for all students. In addition, appropriate formal experiences and assessments will also be developed for the certification-specific courses in other certifications.

**Annual Program Assessment Report Outline (Due September 15)
Academic Year _____**

1. Present your continuous assessment results in the following areas:
 - a. Admission Data
 - b. Course Based Assessment Data
 - c. Clinical Experiences Data – *Be sure to include dispositions assessment results, P-12 student diversity statistics, and results of efforts to ensure all candidates work with diverse students.*
 - d. Culminating Assessment Data – *Be sure to include impact on P-12 student learning data.*
 - e. Exit and Follow Up Data

2. Summarize the above results by Kentucky Teacher (Initial Programs) OR Program Standards (Advanced Programs) AND other key Conceptual Framework values. *Be sure to describe what the results tell you about your candidates' progress toward/proficiency on each standard/CF value.*

3. Summarize your efforts to report and disseminate your results (Unit/College-wide meetings, department/program level meetings, written reports, presentations, etc.).

4. Summarize key discussions and/or decisions made based on assessment results:
 - a. Describe any assessment or data collection changes you have made/will make based on your assessment results.
 - b. Describe any program curriculum or experience changes you have made/will make based on your assessment results.
 - c. Describe any decisions about group/individual student progress you have made/will make based on your assessment results.