

WESTERN KENTUCKY UNIVERSITY

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
LEADERSHIP, AND RESEARCH**

APPLICATION PACKET
REVISED PRINCIPAL PREPARATION PROGRAM

Effective Fall 2011

April 2012

This Application Packet contains application materials and information about the Revised Principal Preparation Program.

An Admission Committee composed of department faculty and school district administrators will screen applicants in four phases.

Phase 1 – Submission of Application Material

Phase 2 – Initial Screening and Rating of Application Material

Phase 3 – On-Demand Writing Task and Interview

Phase 4 – Final Selection and Feedback

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Phase 1

Submission of Application Materials

Educational Administration, Leadership and Research (EALR) staff will review each application using the Application Checklist-Required Information form (see below) to confirm that all required elements have been submitted.

Due date for submission of application is: **September 15th, 2013**

Note: To be eligible for consideration all application materials must be received by the due date for the semester that applicant wishes to begin. Applications received after the due dates must be resubmitted.

Please read carefully

This section contains the Principal Preparation application and forms necessary to complete the application and a copy of the Applicant Checklist-Required Information for that EALR staff will use to check contents of applications.

- Two copies of Directions for Applicant's References and Recommendation Rating Form. Give a copy of each to your references: Principal and Professional Colleague.

References (Principal and Professional Colleague) should complete the Recommendation rating Form and a Letter of Reference. Then place them in a sealed envelope, sign across the seal, and return them to applicant.

- Memorandum Of Agreement (MOA) – Applicant's district Superintendent or his/her designee must sign the MOA. Without an MOA candidates may not be admitted to the Principal Preparation Program.

In the event an applicant is not a school employee it is their responsibility to secure and MOA form a school district superintendent agreeing to support them in fieldwork activities.

- Expectations form – Applicants must sign this form indicating that they understand and agree to the expectations of the program.

Provided for information only. To be used by EALR staff.

**Western Kentucky University
Department of Educational Administration, Leadership and Research**

**Principal Preparation Program
Applicant Checklist-Required Information**

Applicant: _____ Date: _____

Required Documents:

1. _____ Personal Information
2. _____ Educational History
3. _____ Current Résumé
4. _____ Leadership Self-Assessment Statement
5. _____ Description of Instructional Best Practices
6. _____ GPA, Master's (Transcript Copy)
7. _____ Recommendation Rating Form
 - a. _____ Principal
 - b. _____ Colleague
8. _____ Letters of Recommendation
 - a. _____ Principal
 - b. _____ Colleague
9. _____ Expectations Form

Principal Preparation Program Application/Materials Phase 1

1. Personal Information		
	Name:	Date:
	Address:	City, Zip:
	E-mail:	
	Phone:	
	School:	District:
	Current Grade/Subject Teaching:	
2. Educational History	Degree/Certificates Earned & Date	College/University
	Bachelor's:	
	Master's:	
	Certificates/Endorsements:	
	Other:	
In the space below, please indicate any graduate hours you have earned through any accredited college or university (other than WKU) that are related to school administration. (If more space is needed, the box should expand as items are entered. If completed by hand, use the reverse side of the sheet for additional items.)		
Name of Course	Number of Hours	College/University Semester/Yr.

Note: For consistency of applicant materials, please use the following for all typed information or personal essays: one-inch margins, Times New Roman font, 12-point font.

3. Attach Current Résumé

4. Leadership Self-Assessment Statement

Consider your development as a leader and describe in narrative form addressing your beliefs about leadership. Include what you see as assets and areas for improvement related to your leadership abilities. Provide the word count at end of statement (limit 750 words, be sure to double-space).

5. Description of Instructional Best Practices (5-page limit, double spaced)

- (a) Reflect on best practices in curriculum, instruction, and assessment.
- (b) Describe one instance of how you have implemented best practices in your classroom and/or assisted implementation of a school-wide project.

6. Master's GPA

Please include a photocopy of your transcript for your *master's degree* with cumulative GPA highlighted.

7. Recommendation Rating Forms

Two individuals familiar with your work as an educator (your principal and a professional colleague) must submit the Recommendation Rating Form. (The Form is part of the application packet).

8. Letters of Recommendation

The letters of recommendation MUST address three areas: (a) your potential/ability as a leader, (b) your character, particularly as related to the dispositions of leadership, and (c) your potential for problem-solving ability, including a description of examples or experience relating to that quality. Note: The *same* persons must do *both* the Recommendation Rating Forms and the Letters of Recommendation. These materials should be given to you by the principal and professional colleague in a sealed envelope and included (sealed) in the application packet you submit to the program.

9. A Memorandum of Agreement (MOA) between the university and your district shall include the following:

- (1) How the district will provide opportunities for the applicant to
 - (a) observe school and district leadership and
 - (b) participate in school and district leadership activities;
- (2) confirmation that the applicant shall be permitted to access and analyze aggregated school and district information and data;
- (3) confirmation that administrative personnel will be identified to help mentor and coach the applicant; and

(4) Signature of the district superintendent or his/her designee. *An MOA for your district may be on file in the Department of Educational Administration, Leadership and Research. Please check before requesting one from your superintendent.*

10. Expectations

Your signature on this form indicates that you understand and agree with the program expectations for all candidates.

Phase 1
Principal Preparation Program
Directions for Applicant's References

The application packet for the Principal Preparation Program at Western Kentucky University requires **recommendations** from two individuals:

- a. The applicant's **principal**
- b. A **professional colleague** knowledgeable about the applicant's educational experience and potential as a principal.

You have been selected and agreed to provide this recommendation that involves **two** parts.

1. **Recommendation Rating Form** focused on potential regarding: (a) Ability to improve student achievement; (b) Advanced knowledge of curriculum, instruction, and assessment, and (c) Problem solving ability.
2. **Letter of Recommendation.** This letter **MUST** address **three** aspects of **Leadership**. Please speak to the applicant's: (a) Potential/ability as a principal, (b) Character, including the dispositions necessary to leadership, and (c) Problem solving ability.

The **form** and the **letter** must be given to the applicant in a **sealed** envelope with your signature across the seal; these will become part of the application package and will not be shared with the applicant.

THANK YOU FOR YOUR TIME AND EFFORT

Recommendation Rating Form Phase 1

(Return with Letter of Recommendation)

Name of Applicant: _____

Person Recommending: _____ Current Position: _____
(Print)

Please circle the number that corresponds with the best descriptor of the candidate's credentials.				
Component	1	2	3 (Target)	4
1.1 Ability to Improve Student Achievement-- Performance Expectations <i>Program Admission Criterion #1</i>	1 Candidate demonstrates essentially no knowledge/ understanding of how to set and gain support for high performance expectations for students, teachers, parents, and community.	2 Candidate demonstrates limited knowledge/ understanding of how to set and gain support for high performance expectations for students, teachers, parents, and community.	3 (Target) Candidate demonstrates sufficient knowledge/ understanding of how to set and gain support for high performance expectations for students, teachers, parents, and community, but needs better understanding of how to gain support from various stakeholder groups.	4 Candidate demonstrates exceptional knowledge/ understanding of how to set and gain support for high performance expectations for students, teachers, parents, and community.
	Comments:			
1.2 Ability to Improve Student achievement-- Equity, Commitment to All <i>Program Admission Criterion #1</i>	1 Candidate demonstrates essentially no commitment to the principles of equity and helping <i>all</i> children achieve at high levels.	2 Candidate demonstrates limited commitment to the principles of equity and helping <i>all</i> children achieve at high levels.	3 (Target) Candidate demonstrates sufficient commitment to the principles of equity and helping <i>all</i> children achieve at high levels.	4 Candidate demonstrates exceptional commitment to the principles of equity and helping <i>all</i> children achieve at high levels.
	Comments:			
1.3 Ability to Improve Student Achievement-- Assessing and Monitoring Outcomes. <i>Program</i>	1 Candidate demonstrates essentially no understanding of how/why to assess/ monitor student outcomes.	2 Candidate demonstrates limited understanding of how/why to assess/ monitor student outcomes.	3 (Target) Candidate demonstrates sufficient understanding of how/why to assess/ monitor student outcomes.	4 Candidate demonstrates exceptional understanding of how/why to assess/ monitor student outcomes.

Admission Criterion #1				
	Comments:			
3.1 Advanced Knowledge of Curriculum, Instruction, and Assessment <i>Program Admission Criterion #3</i>	1 Candidate demonstrates essentially no depth of knowledge/understanding of curriculum content, instructional practices, and assessment principles.	2 Candidate demonstrates limited depth of knowledge/understanding of curriculum content, instructional practices, and assessment principles.	3 (Target) Candidate demonstrates sufficient depth of knowledge/understanding of curriculum content, instructional practices, and assessment principles.	4 Candidate demonstrates exceptional depth of knowledge/understanding of curriculum content, instructional practices, and assessment principles.
	Comments:			
6.1 Problem Solving Ability-- Organizational Performance <i>Program Evaluation Criterion #6</i>	1 Candidate demonstrates essentially no knowledge of how to monitor organizational performance and modify structures to contribute the school's improvement effort.	2 Candidate demonstrates limited knowledge of how to monitor organizational performance and modify structures to match the school's improvement efforts.	3 (Target) Candidate demonstrates sufficient knowledge of how to monitor organizational performance and modify structures to match the school's improvement efforts.	4 Candidate demonstrates exceptional knowledge of how to monitor organizational performance and modify structures to match the school's improvement efforts.
	Comments:			
6.2 Problem Solving Ability-- Program Evaluation <i>Program Admission criterion #6</i>	1 Candidate demonstrates essentially no depth of knowledge/understanding of principles of program evaluation and how to tie these results into subsequent cycles of continuous improvement.	2 Candidate demonstrates limited depth of knowledge/understanding of principles of program evaluation and how to tie these results into subsequent cycles of continuous improvement.	3 (Target) Candidate demonstrates sufficient depth of knowledge/understanding of principles of program evaluation and how to tie these results into subsequent cycles of continuous improvement.	4 Candidate demonstrates exceptional depth of knowledge/understanding of principles of program evaluation and how to tie these results into subsequent cycles of continuous improvement.
	Comments:			

Signature: _____ **Date:** _____

THIS RECOMMENDATION RATING FORM AND A LETTER OF RECOMMENDATION SHOULD BE COMPLETED, PLACED IN A SEALED ENVELOPE, AND RETURNED TO THE APPLICANT.

Phase 1
Principal Preparation Program
Directions for Applicant's References

The application packet for the Principal Preparation Program at Western Kentucky University requires **recommendations** from two individuals:

- c. The applicant's **principal**
- d. A **professional colleague** knowledgeable about the applicant's educational experience and potential as a principal.

You have been selected and agreed to provide this recommendation that involves **two** parts.

- 3. **Recommendation Rating Form** focused on potential regarding: (a) Ability to improve student achievement; (b) Advanced knowledge of curriculum, instruction, and assessment, and (c) Problem solving ability.
- 4. **Letter of Recommendation.** This letter **MUST** address **three** aspects of **Leadership**. Please speak to the applicant's: (a) Potential/ability as a principal, (b) Character, including the dispositions necessary to leadership, and (c) Problem solving ability.

The **form** and the **letter** must be given to the applicant in a **sealed** envelope with your signature across the seal; these will become part of the application package and will not be shared with the applicant.

THANK YOU FOR YOUR TIME AND EFFORT

Recommendation Rating Form Phase 1

(Return with Letter of Recommendation)

Name of Applicant: _____

Person Recommending: _____ Current Position: _____
(Print)

Please circle the number that corresponds with the best descriptor of the candidate's credentials.				
Component	1	2	3 (Target)	4
1.1 Ability to Improve Student Achievement--Performance Expectations <i>Program Admission Criterion #1</i>	1 Candidate demonstrates essentially no knowledge/ understanding of how to set and gain support for high performance expectations for students, teachers, parents, and community.	2 Candidate demonstrates limited knowledge/ understanding of how to set and gain support for high performance expectations for students, teachers, parents, and community.	3 (Target) Candidate demonstrates sufficient knowledge/ understanding of how to set and gain support for high performance expectations for students, teachers, parents, and community, but needs better understanding of how to gain support from various stakeholder groups.	4 Candidate demonstrates exceptional knowledge/ understanding of how to set and gain support for high performance expectations for students, teachers, parents, and community.
	Comments:			
1.2 Ability to Improve Student achievement--Equity, Commitment to All <i>Program Admission Criterion #1</i>	1 Candidate demonstrates essentially no commitment to the principles of equity and helping <i>all</i> children achieve at high levels.	2 Candidate demonstrates limited commitment to the principles of equity and helping <i>all</i> children achieve at high levels.	3 (Target) Candidate demonstrates sufficient commitment to the principles of equity and helping <i>all</i> children achieve at high levels.	4 Candidate demonstrates exceptional commitment to the principles of equity and helping <i>all</i> children achieve at high levels.
	Comments:			
1.3 Ability to Improve Student Achievement--Assessing and Monitoring Outcomes. <i>Program</i>	1 Candidate demonstrates essentially no understanding of how/why to assess/ monitor student outcomes.	2 Candidate demonstrates limited understanding of how/why to assess/ monitor student outcomes.	3 (Target) Candidate demonstrates sufficient understanding of how/why to assess/ monitor student outcomes.	4 Candidate demonstrates exceptional understanding of how/why to assess/ monitor student outcomes.

Admission Criterion #1				
	Comments:			
3.1 Advanced Knowledge of Curriculum, Instruction, and Assessment <i>Program Admission Criterion #3</i>	1 Candidate demonstrates essentially no depth of knowledge/understanding of curriculum content, instructional practices, and assessment principles.	2 Candidate demonstrates limited depth of knowledge/understanding of curriculum content, instructional practices, and assessment principles.	3 (Target) Candidate demonstrates sufficient depth of knowledge/understanding of curriculum content, instructional practices, and assessment principles.	4 Candidate demonstrates exceptional depth of knowledge/understanding of curriculum content, instructional practices, and assessment principles.
	Comments:			
6.1 Problem Solving Ability-- Organizational Performance <i>Program Evaluation Criterion #6</i>	1 Candidate demonstrates essentially no knowledge of how to monitor organizational performance and modify structures to contribute the school's improvement effort.	2 Candidate demonstrates limited knowledge of how to monitor organizational performance and modify structures to match the school's improvement efforts.	3 (Target) Candidate demonstrates sufficient knowledge of how to monitor organizational performance and modify structures to match the school's improvement efforts.	4 Candidate demonstrates exceptional knowledge of how to monitor organizational performance and modify structures to match the school's improvement efforts.
	Comments:			
6.2 Problem Solving Ability-- Program Evaluation <i>Program Admission criterion #6</i>	1 Candidate demonstrates essentially no depth of knowledge/understanding of principles of program evaluation and how to tie these results into subsequent cycles of continuous improvement.	2 Candidate demonstrates limited depth of knowledge/understanding of principles of program evaluation and how to tie these results into subsequent cycles of continuous improvement.	3 (Target) Candidate demonstrates sufficient depth of knowledge/understanding of principles of program evaluation and how to tie these results into subsequent cycles of continuous improvement.	4 Candidate demonstrates exceptional depth of knowledge/understanding of principles of program evaluation and how to tie these results into subsequent cycles of continuous improvement.
	Comments:			

Signature: _____ **Date:** _____

THIS RECOMMENDATION RATING FORM AND A LETTER OF RECOMMENDATION SHOULD BE COMPLETED, PLACED IN A SEALED ENVELOPE, AND RETURNED TO THE APPLICANT.

**WESTERN KENTUCKY UNIVERSITY
PRINCIPAL PREPARATION PROGRAM**

Local School District & Western Kentucky University
Memorandum of Agreement

Admission Requirements

1. Master's degree (Teacher Leader Master's preferred)
2. GPA of 3.0 or higher on all graduate work
3. GAP 2200, GRE Analytical Writing 3.5 or MAT (50th percentile) or NTE score of 646 on Communication Skills and 643 on General Knowledge Battery
4. Completion of designated prerequisite courses
5. Three years of documented successful teaching experience in a public school or a nonpublic school which meets the state performance standards established in KRS 156.160
6. Written statement that documents the candidate's skills and understanding related to his/her ability to improve student achievement and exhibit both leadership and an advanced knowledge of curriculum, instruction, and assessment.
7. Letters from the following references:
 - a. Current immediate supervisor or Superintendent/designee
 - b. College instructor for coursework during Master's Program
 - c. Professional colleague
 - d. Applicant's choice
8. Professional Portfolio
9. Approved MOA from school district
10. Interview

Curriculum Requirements

1. Courses and field experiences are co-designed and co-delivered by university and district personnel. The co-delivery will be structured in such a way to ensure that state and national accreditation standards are met. (e.g., ISLLC Educational Leadership Policy Standards, 2008; Technology Standards for School Administrators, 2001).
2. Curriculum will be organized around "What do principals need to know and be able to do to improve student learning?"
3. Courses will be linked and unified to meet the unique student and district leadership needs.
4. Assignments will be designed to provide an aspiring leader the opportunity to practice authentic P-12 principal leadership activities. This will include observing, participating, and leading.
5. Course activities and field experiences will expose a candidate to diverse student populations and school environments.
6. At the end of Level I preparation, capstone project(s) will be defended before a program faculty and practicing school administrators panel.

7. All candidates will be required to successfully complete the six anchor assessments found within the School Leaders from Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development.

District and University Responsibilities

1. District will:
 - a. Provide personnel on a voluntary, rotating basis among districts to assist in screening program applicants.
 - b. Provide qualified and interested personnel to assist in delivery of courses and related course activities that have been co-designed.
 - c. Provide personnel to mentor and coach a candidate. Mentoring and coaching can take many forms from a one-time professional development experience to more of a long-term process.
 - d. Provide personnel on a voluntary, rotating basis among the districts to serve on a review panel for the candidate's capstone project(s).
 - e. Allow candidates access to aggregated school and district information and data.
 - f. Allow candidates to participate in the continuum of school-based experiences ranging across observing, participating, and leading.
 - g. Allow candidates to participate in appropriate school and district leadership activities.
2. University will:
 - a. Provide program faculty for program co-design and co-delivery.
 - b. Provide program faculty to mentor and coach candidates.
 - c. Provide program faculty to serve on a review panel for the candidate's capstone project(s).
 - d. Collaborate with districts in providing high quality field experiences.
 - e. Develop and implement a continuous assessment system that informs decisions related to program components.

Dean, WKU CEBS

/Date

Superintendent

/Date

School District Name

Western Kentucky University
Department of Educational Administration, Leadership, and Research

Principal Preparation Program
Expectations

Candidates will:

- Submit all required paperwork for admission, registration, etc., in the proper format and in a timely manner
- Be assigned to a cohort
- Take all core courses in sequence, keeping an organized notebook for reference and study
- Abide by all university regulations governing graduate students
- Be familiar with all course syllabi
- Satisfy all course requirements – includes all course assignments, critical performances, anchor assessments, and field work – and demonstrate proficiency on exit requirements
- Satisfy any remediation requirements that are identified by faculty and district administrators
- Remain in good standing – GPA (3.00), attendance, financial obligations, etc.
- Meet all state requirements for testing (Kentucky Principal Specialty Test, School Leaders Licensure Assessment), certification, etc.
- Notify instructors of absences or other issues that affect performance before or as soon as possible
- Request timely assistance when needed and maintain all communications on a regular basis e.g., e-mail, phone.
- Be held to high standards of academic performance, demonstrated leadership, attendance and participation, and exhibition of dispositions consistent with moral and ethical leadership
- Self assess progress in the program and assist faculty and district administrators in determining if they are eligible to continue, require remediation or requires dismissal from the program
- Understand that some things are non-negotiable and will result in the candidate's immediate removal from the program. (i.e., plagiarism, loss of teaching certificate, or misconduct)
- Be reassigned to a later cohort if unable to continue in the originally assigned cohort.

I understand what is expected of candidates in the Principal Preparation Program.

Signature

Date

Print Name

Phase 2

Initial Screening and Rating of application Materials

In Phase 2 each member of the Admissions Committee will analyze the application separately. A separate rubric has been developed for assessing each relevant component of the application materials, keyed to the six criteria for evaluating and selecting program candidates (see below). This includes the Recommendation Rating Form, the Letter of Recommendation Rubric, and the Rubric for Personal Essays and Résumé. In addition, there is an overall Summary Rubric for Application Materials. **Those rubrics are provided below for information only.**

Applicants must score 3 (target) or better in all six program categories in Phase 2 to advance to Phase 3.

Phase 2
Rubric for Personal Essays and Résumé

Name of Applicant: _____

Scored by: _____

Component	1	2	3 (Target)	4
<i>From Leadership Self-Assessment Statement</i> 1. Self-assessment of leadership and awareness of growth/improvement <i>Program Admission Criterion #2</i>	Applicant does not articulate a coherent philosophy and provides no self-awareness of growth/improvement as a leader.	Philosophy is articulated but is limited regarding vision; awareness of potential for change is limited.	Leadership philosophy is coherent and includes vision; recognition of strengths and weaknesses in leadership is demonstrated.	Leadership philosophy is coherent and includes a vision committed to helping <i>all</i> children achieve their highest potential; strengths and weaknesses are recognized and the focus for improving knowledge, skills, and dispositions of leadership.
<i>From Résumé</i> 2. Experience in Educational Leadership <i>Program Admission Criterion #2</i>	Applicant does not demonstrate sufficient experience in educational leadership to warrant a position in the cohort.	Some experience in educational leadership is demonstrated but no evidence of initiating such endeavors.	Applicant has multiple experiences in educational leadership and provides evidence of initiating some of these activities.	Applicant has multiple experiences in educational leadership across several types of activities. Several of these are self initiated (e.g., SBDM, Dept. Chair, Team leader, Text book committee curriculum coordinator, Nat'l Board).
<i>From Personal Essay—Description of Best Practices</i> 3. Reflection on Best Practices <i>Program Admission Criterion #3</i>	Limited knowledge/ understanding of best practices in curriculum, instruction, and assessment is demonstrated.	Basic knowledge of best practices in curriculum instruction and assessment is demonstrated but is not related to improved student outcomes.	Basic knowledge of best practices in curriculum, instruction, and assessment is demonstrated. This understanding is related to improving student outcomes.	Knowledge of best practices in curriculum, instruction, and assessment is conceptually rich and thorough and is interwoven with knowledge of how best practices influence and are central to improving student outcomes.
<i>From Personal Essay-Description of Best Practices</i>	Applicant's example of implementing best practices is incomplete	Applicant's example of implementing best	Applicant's example of implementing best	Applicant's example of implementing best

<p>4. Implementation of Best Practices: Example</p> <p><i>Program Admission criterion #3</i></p>	<p>and does not reflect the ability to translate “knowledge about” into “knowledge applied.”</p>	<p>practices is complete but does not reflect the ability to translate “knowledge about” into “knowledge applied.”</p>	<p>practices is complete and reflects understanding of how to translate “knowledge about” into “knowledge applied” (e.g., inclusion of information about change in skill levels or classroom structures).</p>	<p>practices is detailed and focused on how “knowledge about” translates into implementation. Included are strategies such as changing skills, dispositions, and structures; need for evaluating implementation processes and student outcomes; ongoing formative and summative assessment; etc.</p>
<p><i>From Both Personal Essays</i></p> <p>5. Quality of writing – usage, mechanics, fluency</p> <p><i>Program Admission Criterion #4, Written communication</i></p>	<p>Leadership and Best Practices essays are unacceptable, full of numerous grammar errors, misspelling, and awkward phrasing.</p>	<p>Leadership and Best Practices essays are below standard. Meaning is impaired because of awkward phrases and sentences; grammatical errors and proofing errors detract from message of the essay.</p>	<p>Leadership and Best Practices essays are acceptable. Meaning is clear and generally free from usage or other proofing errors.</p>	<p>Leadership and Best Practices essays are exceptionally well written. Writing flows from sentence, paragraph, topic to the next. Meaning is sharp and language is eloquent and free of proofing errors.</p>
<p><i>From Both Personal Essays.</i></p> <p>6. Quality of writing – substance of thought, organization.</p> <p><i>Program Admission Criterion #4, Written communication</i></p>	<p>Leadership and Best Practices essays are unacceptable. Content is unorganized and hard to follow and/or Substance of content does not reflect current knowledge about leadership or best practice.</p>	<p>Leadership and Best Practices essays are below standard. Content is hard to follow and does not reflect hierarchical gradations in meaning. Substance of content reflects some understanding of leadership and best practices but is inconsistent with current knowledge base for these content areas.</p>	<p>Leadership and Best Practices essays are acceptable. Content is organized, flows from one topic to the next, is easy to follow. Substantive knowledge for both leadership and best practices is current and complete.</p>	<p>Leadership and best Practices essays are exceptional with respect to thought and organization. Organization reflects hierarchical subdivisions and provides both overall and specific guidance for the reader. Substance of content is conceptually rich, nuanced, and current for both leadership and best practices.</p>

Letters of Recommendation Rubric
Phase 2
(Both letters combined)

Name of Applicant: _____

Please circle the number that corresponds with the best descriptor of the candidate's credentials.				
Component				
2.1 Leadership-- Potential/Ability as a Leader <i>(Program Admission Criterion #2)</i>	1 Candidate exhibits essentially no potential/ability as a leader.	2 Candidate exhibits limited potential/ability as a leader (some awareness but no demonstrated leadership activities).	3 (Target) Candidate exhibits sufficient potential/ability as a leader, demonstrated by consistent participation in leadership activities, but rarely or never as chair or director.	4 Candidate exhibits exceptional potential/ability as a leader, demonstrated by consistent participation in leadership activities, including chairing or directing some projects to successful completion.
	Comments:			
2.2 Leadership-- Character, as related to Dispositions of Leadership <i>Program Admissions Criterion #2</i>	1 Candidate demonstrates essentially no evidence of commitment to core leadership dispositions.	2 Candidate demonstrates limited evidence of commitment to core leadership dispositions-- awareness/knowledge but little in way of practice.	3 (Target) Candidate demonstrates sufficient evidence of commitment to core leadership dispositions-- awareness/knowledge coupled with some participation in relevant practices.	4 Candidate demonstrates exceptional evidence of commitment to core leadership dispositions-- awareness/knowledge coupled with consistent participation in relevant practices.
The following serve as examples for the categories above; these are taken from and representative of the dispositions listed in The Interstate School Leaders Licensure Consortium Standards with Knowledge, Dispositions, and Performances : educability of <i>all</i> students; high standards of learning; continuous school improvement; diversity; safe and supportive learning environment; accepting responsibility; involving stakeholders; families as partners in educating children; ideal of the common good; ethical principals in decision making; caring school community; education as key to opportunity and social mobility.				
	Comments:			
6 Problem-Solving Ability-- Examples or Experience <i>Program Admission Criterion #6</i>	1 Candidate exhibits essentially no evidence of problem-solving ability based on examples or experience in relevant activities.	2 Candidate exhibits limited evidence of problem-solving ability, demonstrated by some interest but no participation in relevant activities.	3 (Target) Candidate exhibits sufficient evidence of problem-solving ability, demonstrated by consistent participation in relevant activities, but rarely or never as chair or director.	4 Candidate exhibits exceptional evidence of problem-solving ability, demonstrated by consistent participation in relevant activities, including chairing or directing some projects to successful completion.
	Comments:			

Scorer: _____ **Date:** _____

Application Materials Summary Rubric

Phase 2

Note: *One* rubric is to be filled out for each applicant. The Admissions Committee will do this form by *consensus*, based on the various completed rubrics that have been completed separately by each Admissions Committee member. The source(s) for each Program Admissions Criterion are noted on the form below:

Applicant: _____ Date: _____

Admission Criterion	Sources of Information	1	2	3 (Target)	4
1. Ability to Improve Student Achievement	Recommendation Rating Form 1.1 Recommendation Rating Form 1.2 Recommendation Rating Form 1.3	The candidate provides insufficient evidence of “Ability to Improve Student Achievement” to warrant consideration in the cohort.	The candidate presents limited evidence of “Ability to Improve Student Achievement,” inconsistent with advancing to the responsibilities of the principal.	The candidate presents evidence of “Ability to Improve Student Achievement” that is consistent with the responsibilities/knowledge of principals at the beginning of training.	The candidate presents evidence of “Ability to Improve Student Achievement” that is exceptionally advanced with respect to the responsibilities/knowledge required for principals at the beginning of training.
2. Leadership	Letter of Recommendation Rubric 1-- Potential/ability as a principal Letter of Recommendation Rubric 2-- Character, including dispositions necessary to leadership. Rubric for Personal Essays	The candidate provides insufficient evidence of leadership (potential ability; character; philosophy/growth/improvement; experience) to warrant consideration in the cohort.	The candidate presents limited evidence of leadership (potential ability; character; philosophy/growth/improvement; experience), consistent with assuming the responsibilities of the principal.	The candidate presents evidence of leadership (potential ability; character; philosophy/growth/improvement; experience) that is consistent with the responsibilities/knowledge of principals at the beginning of training.	The candidate presents evidence of leadership (potential ability; character; philosophy/growth/improvement; experience) that is exceptionally advanced with respect to the responsibilities/knowledge required for principals at the beginning of training.

	<p>and Résumé 1-- Philosophy of leadership and awareness of growth/improvement</p> <p>Rubric for Personal Essays and Résumé 2-- Experience in educational leadership</p>				
3. Advanced knowledge of Curriculum, Instruction, and Assessment	<p>Recommendation Rating Form Rubric 3.1-- Advanced Knowledge of Curriculum, Instruction, and Assessment</p> <p>Rubric for Personal Essays 3--Reflection on Best Practices</p> <p>Rubric for Personal Essays 4-- Implementation of Best Practices: Example</p>	The candidate provides insufficient evidence of “Advanced knowledge of Curriculum, Instruction, and Assessment” to warrant consideration for the cohort.	The candidate presents limited evidence of “Advanced knowledge of Curriculum, Instruction, and Assessment” commensurate with assuming the responsibilities of the principal.	The candidate presents evidence of “Advanced knowledge of Curriculum, Instruction, and Assessment” that is consistent with the responsibilities/knowledge of principals at the beginning of training.	The candidate presents evidence of “Advanced knowledge of Curriculum, Instruction, and Assessment” that is exceptionally advanced with respect to the responsibilities/knowledge required for principals at the beginning of training.
4. Proficiency in Written Communication	Rubric for Personal Essays 5--Quality of Writing: Usage, Mechanics,	The candidate demonstrates insufficient command of written communication competencies to warrant consideration for the	The candidate demonstrates limited command of written communication competencies commensurate with assuming the responsibilities of the	The candidate demonstrates acceptable command of written communication competencies consistent with the responsibilities/skills of	The candidate demonstrates command of written communication competencies that are exceptionally advanced for principals at the

	Fluency. Rubric for Personal Essays Quality of Writing: 6-- Substance of thought, organization.	cohort.	principal.	principals at the beginning of training.	beginning of training.
5. Academic Proficiency	Standard Academic Indicator--GPA for master's degree: from transcript and application package	Applicant GPA below 2.50	Applicant GPA 2.50-2.99	Applicant GPA 3.00-3.49	Applicant GPA 3.50-4.00
6. Problem Solving Ability	Recommendation Rating Form 6.1 Recommendation Rating Form 6.2 Letter of Recommendation Rubric 3-- Problem Solving Ability	The candidate provides insufficient evidence of "Problem-Solving Ability" to warrant consideration for the cohort.	The candidate presents limited evidence of "Problem-Solving Ability," commensurate with assuming the responsibilities of the principal.	The candidate presents acceptable evidence of "Problem-Solving Ability," consistent with the responsibilities/skills of principals at the beginning of training.	The candidate presents evidence of "Problem- Solving Ability" that is exceptionally advanced with respect to the responsibilities/skills of principals at the beginning of training.

Score: _____/24

Minimum score (Target) for each of six Program Admissions Criteria is 3. Lowest actual recorded score across all categories: _____

Raters' Initials: WKU 1: _____ WKU 2: _____ District 1: _____ District 2: _____

Phase 3

On-Demand writing Task and Interview

Applicants, whose application were rated 3 or higher in all categories for Phase 2 will advance to Phase 3. Phase 3 is a one day process consisting of two components:

- An interview
- An On-demand writing sample

Each applicant will be interviewed by members of the Admission Committee composed of EALR faculty and school district administrators. The interview will be scored by committee members using a rubric (see below), which addresses both content and presentation.

Applicants will be required to submit an on-demand writing sample by responding to a prompt. The On-Demand Writing Rubric (see below) will be used to score all writing samples.

The content covered in the interview and the on-demand writing provides additional insight into the depth of preparation of the applicants in areas important to the success of principals.

Applicants must score 3 or better in all categories to advance to Phase 4 where final selection will take place.

Interview Rubric Phase 3

Applicant: _____ Date: _____

Section	1	2	3 (Target)	4
1. Leadership-- Vision Experience Motivation Expectations Program Admission Criterion #2	<p>The applicant has <i>no apparent vision</i> of himself/herself as a leader of others, or as a teacher. He/she shows evidence of only <i>limited participation</i> in school/district initiatives. Career advancement and rank change are primary motivators to the applicant. High expectations for others and self are <i>not evident</i>.</p>	<p>The applicant articulates a <i>vision as a teacher</i>, but <i>not as a leader of teachers</i>. It is unclear whether he/she significantly participated in school/district improvement initiatives. Student learning is <i>secondary to personal achievement</i> as the central motivator for the applicant as evidenced by articulated attitudes. There is <i>some evidence</i> of high expectations for self.</p>	<p>The applicant presents evidence of a <i>clear vision as a teacher and an emerging vision</i> as a leader of teachers. There is <i>limited evidence of applicant-led</i> innovations. The applicant provides evidence of <i>significant participation</i> in school/district initiatives. <i>Student learning is central</i> to the actions and attitudes of the applicant. She/he demonstrates <i>high expectations</i> for self and others.</p>	<p>The applicant articulates a <i>clear and compelling vision</i> of himself/herself as a school leader. This vision is supported by <i>examples of applicant-led</i> innovations or change efforts to improve student learning. Student learning is central to the actions and attitudes of the applicant. It is evident that the candidate holds <i>high expectations</i> for self and others.</p>
2. Advanced knowledge of curriculum, instruction, and assessment-- Assessment for Learning: -Differentiated- Instruction - Current Research- Based strategies Program Admission Criterion #3	<p>The applicant does not communicate a discernible view of instructional best practice.</p>	<p>The applicant articulates a view of instruction that <i>meets the needs of most</i>, but <i>not all</i> students. Research-based approaches <i>are not articulated</i>, and there is little evidence that they are followed.</p>	<p>The applicant articulates a <i>clear understanding</i> of the connection between assessment of individual students and the adaptation of instruction to meet each individual student's needs. The applicant <i>articulates a research-based approach</i> to his/her teaching.</p>	<p>The applicant articulates a <i>clear understanding</i> of the connection between assessment of individual students and the adaptation of instruction to meet each individual student's needs. The applicant <i>articulates a research-based approach</i> to his/her teaching. The applicant <i>serves as a mentor and/or has led professional development</i> on the use of research-based strategies.</p>

3. Oral Communication Program Admission Criterion #3	Communication of ideas is <i>jumbled and awkward</i> . Oral communication skills are <i>limited and insufficient to warrant consideration in the cohort</i> .	Oral communication skills are <i>adequate</i> , but not commensurate with the demands for oral skills demanded of the principal.	The applicant <i>communicates his/her ideas clearly</i> in the interview, consistent with the responsibilities of principals at the beginning of their training.	The applicant communicates his/her ideas clearly in the interview, providing <i>evidence of successful experience</i> in communicating with a variety of audiences. Oral skills are advanced compared to most principals at the beginning of their training.

NOTES: _____

Score: ____/12

Raters' Initials: WKU1:_____ WKU2:_____ District1:_____ District2:_____

On-Demand Writing Rubric Phase 3

Applicant: _____ Date: _____
 Scored by: _____

Component	1	2	3 (Target)	4
1. Ability to improve student achievement Program Admission Criterion #1	Limited knowledge/ understanding of process/steps/ implementation of school improvement is demonstrated.	Basic understanding of steps/ implementation of school improvement is demonstrated, but knowledge appears not to be integrated into a viable overall process.	Acceptable knowledge/ understanding of process/steps/ implementation of school improvement is demonstrated.	Exceptional knowledge/ understanding of process/steps/ implementation of school improvement is demonstrated, exemplified by details and integrated into planning for continuous improvement.
2. Quality of writing-- usage, mechanics, fluency Program Admission Criterion #4, Written communication	On-Demand Writing product is unacceptable, full of numerous grammar errors, misspelling, and awkward phrasing.	On-Demand Writing product is below standard. Meaning is impaired because of awkward phrases and sentences; grammatical errors and proofing errors detract from message of the essay.	On-Demand Writing product is acceptable. Meaning is clear and generally free from usage or other proofing errors.	On-Demand Writing product is exceptionally well written. Writing flows from sentence, paragraph, topic to the next. Meaning is sharp and language is eloquent and free of proofing errors.
3. Quality of writing-- substance of thought, organization Program Admission Criterion #4, Written communication	On-Demand Writing product is unacceptable. Content is unorganized and hard to follow and/or Substance of content does not reflect current knowledge about leadership or best practice.	On-Demand Writing product is below standard. Content is hard to follow and does not reflect hierarchical gradations in meaning. Substance of content reflects some understanding of leadership and best practices but is inconsistent with current knowledge base for these content areas.	On-Demand Writing product is acceptable. Content is organized, flows from one topic to the next, is easy to follow. Substantive knowledge for both leadership and best practices is current and complete.	On-Demand Writing product is exceptional with respect to thought and organization. Organization reflects hierarchical subdivisions and provides both overall and specific guidance for the reader. Substance of content is conceptually rich, nuanced, and current for both leadership and best practices.

Phase 4

Final Selection and Feedback

In Phase 4 all application materials will be examined by the Admissions Committee, utilizing both summative and professional judgment.

The following decision rules guide the Admission Committee's deliberations:

1. All rubrics from Phase 2 and Phase 3 are summed to give an overall Summative Score.
2. The Summative Score is supplemented by a holistic Professional Judgment.
3. Decisions are by consensus.
4. Applicants are recommended for admission by a ranking order. While the Summative Score is the primary basis of this process the Professional Judgment allows for special circumstances or exigencies to be considered.

General Information

Cohort Model

The program is a cohort-based model, expected to be 25 students (maximum) per cohort, in which the same group of students remains together as a distinct community of learners throughout their course work. The intention of the design is to provide candidates preparing to be school leaders with authentic opportunities to apply new knowledge to administrative practices. The program training will be designed to ensure that graduates have the knowledge, dispositions, and skills to lead schools competently and effectively.

Mentoring

Quality, field-based training experiences (10 hours per 1 hour credit) must be supported by carefully selected and trained district-level mentors to help aspiring principals acquire the practical knowledge and characteristic behavior that typify successful principals. The districts, in consultation with the program representatives, will have the responsibility of selecting mentors who have the ability to coach/mentor and serve as a role model for the candidate.

Co-delivery of Instruction

Co-delivery occurs throughout the program during the field activities, anchor assessments, and other course support. The mentor and/or other school district administrators support the student in the field by providing opportunities and guidance for the implementation and completion of co-selected tasks. All field tasks are co-designed and co-supervised by the Faculty of Record for the course and the mentor or other administrator in the field. Mentors will assist within the courses besides the field activities.

Diversity

Educational leaders face the responsibility of ensuring safe school environments where all students regardless of their ethnicity, ability, gender, socio-economic status, native language, or whether they have a disability can be educated, display respect for one another, and learn to work together cooperatively. The EALR Department is aware of diversity issues in the rural, urban, and suburban school communities that must be involved in the preparation of school leaders.

To address the need for greater ethnic and racial diversity among the state's instructional leaders, instruction related to the impact of diversity on school leadership is embedded in all department courses leading to principal certification.

Program Courses

The principal preparation program constitutes graduate study to prepare leaders for schools. The content is offered in a cohort setting. Students must take 12 required semester hours of prerequisites prior to entering this program, and 18 semester hours in this program must be completed for Level I requirements to obtain a Provisional Certificate. Students must take an additional 12 hours to complete the Level II program, which will also enable them to satisfy Rank I requirements and obtain a Professional Certificate. Students will be provided program guidelines and be required to have a signed program contract on file.

Co-requisites - 12 hours

To be taken prior to beginning the Principal Preparation Program.

EDAD 588 Allocation and Use of Resources

EDAD 677 Legal Issues for Professional Educators

EDAD 684 Instructional Leadership

Level I Courses

- **EDAD 640 Introduction to School Leadership** – 3 hours
Survey course designed to provide a foundation in the concepts of school leadership, especially as they relate to the role of administrators in P-12 settings. Field work consistent with the role of the school principal is required.
- **EDAD 641 Building Culture and Community** – 3 hours
Practical application of established tools for assessing and improving a school's culture and community with an emphasis on ethical leader behaviors. Field work consistent with the role of the school principal is required.
- **EDAD 642 Leveraging Community Systems & Resources** – 3 hours
Utilization of state, national, and local resources and the creation of collaborative community support and involvement, to provide for the educational needs of students. Field work consistent with the role of the school principal is required.
- **EDAD 643 Securing and Developing Staff** – 3 hours
Human resources leadership for P-12 schools. Emphasizes processes and procedures in the management of educational systems, including personnel development. Field work consistent with the role of the school principal is required.
- **EDAD 644 Creating Organizational Structures & Operations** – 3 hours
Organizational leadership, procedures and structures for P-12 school improvement. Field work consistent with the role of the school principal is required.
- **EDAD 645 Practicing the Principalship** – 3 hours
Capstone course emphasizing leading change, reflective practice, and transitioning into the principalship. Field work consistent with the role of the principal is required.

**Course Sequencing
Fall Entry
Level I – 18 hours**

First Year Fall Semester	First Year Spring Semester	Second Year Fall Semester
EDAD 640 Intro School Leadership EDAD 641 Bldg Culture & Community	EDAD 642 Leveraging Community Systems & Resources EDAD 643 Securing and Developing Staff	EDAD 644 Creating Org Structures & Operations EDAD 645 Practicing the Principalship

**Course Sequencing
Spring Entry
Level I – 18 hours**

First Year Spring Semester	First Year Fall Semester	Second Year Spring Semester
EDAD 640 Intro School Leadership EDAD 641 Bldg Culture & Community	EDAD 642 Leveraging Community Systems & Resources EDAD 643 Securing and Developing Staff	EDAD 644 Creating Org Structures & Operations EDAD 645 Practicing the Principalship

Candidates must pass two tests (Kentucky Principal Specialty Test and SLLA) to complete the requirements for Principal Certification.

Level II – Course Requirements – 12 hours

(Completion of Level I is a prerequisite to Level II)

EDAD 694 Seminar in Education Administration	6
Cross disciplinary electives	<u>6</u>
Total	12

Remediation/Removal from Program

At various points during the program, a committee composed of departmental faculty and practitioners in the field will review the progress of students in the program. Students who are performing inadequately or marginally will be contacted by a member of the committee to discuss the student's situation. Suggestions will be made for remediation and these steps must be addressed before continuing in the program. For example, remediation may be required in skill areas like oral and/or written communication, knowledge of teaching and learning, knowledge of assessment, technology skills, organization and time management, and/or interpersonal skills. Also, students may be required to resubmit or repeat anchor assessments if performance levels are deemed to be less than "proficient" as measured by each assessment's respective rubric. Successful remediation, as determined by the faculty committee, may be required before the student can continue in the program. If such remediation requires the student to suspend temporarily his or her participation in the program, the student (upon approval from the committee after reviewing the required remediation efforts) may, once again, continue work in the program. This may necessitate the student's joining a later cohort.

Exit Requirements and Follow-up

Satisfactory completion of the capstone project, all anchor assessments, and critical performances by the student as well as passing all courses and maintaining a 3.0 GPA are required to exit the program with recommendation for certification.