HANDBOOK FOR
THE GRADUATE EDUCATION PROGRAMS

School for Education
Revised Academic Year 2014 - 2015
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I. INTRODUCTION TO THE GRADUATE STUDENT HANDBOOK

The School for Education has built programs around a vision of developing competent leaders in education who will be effective school professionals, reflective change agents, and advocates for equity and excellence. Our standards are high and are reflected in the core beliefs of the School for Education’s Conceptual Framework, which are directly aligned to the National Board for Professional Teaching Standards. We believe in the Servant-Leadership model of administration where service to students is first, and leadership is based on improving our service to students.

This handbook will become the essential reference for most of your questions as you progress towards graduation and a career in education. Many of the items in this handbook are not found in any other publication at Park University. If you are a certification candidate, you are being certified by the state of Missouri and need to meet state requirements, as well as graduation requirements of our university. Please know this handbook does not replace the university catalog as a source of information.

The School for Education has online student handbooks, which are available on the SFE’s website.
A. Welcome Letter

Dear Graduate Student:

Welcome to the Graduate School for Education at Park University! This handbook has been designed to serve as an essential reference for most of your questions as you progress towards graduation and beginning or enhancing your career in education.

Please know this handbook does not replace the university catalog as a source of information. Another important resource is your advisor. Take time to get to know this person as your advisor is committed to supporting your success in our program and is vested in your success as a professional.

The School for Education has built programs around a vision of developing excellent leaders in education who will make positive differences for children, young adults, and others in schools. We take pride in both the program we offer and in the graduates of the School for Education at Park University. We look forward to working with you!

Sincerely,

Michelle E. Myers, Ed.D.
Dean, School for Education
SCHOOL FOR EDUCATION

B. Candidate Agreement on Accountability and Responsibility

(Keep in Handbook)

I (print full name) _____________________________________, have received this Graduate Education Handbook on (insert date and year)_____________________.

I will read this handbook. I will be responsible for the material in these pages as a condition of my acceptance into the Graduate School Education Programs at Park University. I will be responsible for my learning.

If I have questions about the information and policies in the Graduate Education Handbook, I will contact:

My Graduate Program Advisor:_______________________________________

The Graduate School Education Office:

Downtown Campus
911 Main, Suite 900
Phone number: (816) 559-5626
www.park.edu/grad

______________________________________         ___________________        _______________
(Signature/Name)                                   (Student I.D. Number)                  (Date)
C. Conceptual Framework

Overview of the School for Education’s Conceptual Framework

Derived from Park University’s vision, mission, and core values, the School for Education’s (SFE) vision is to develop leaders in education. The SFE’s mission, embodied in five goals, is the commitment to prepare teacher candidates and other school professionals to be effective school professionals, reflective change agents, and advocates for equity and excellence. The SFE’s Conceptual Framework, grounded in sound educational research, theory, and practice, is centered on five core beliefs. These core beliefs guide the SFE as it nurtures and supports the development of teacher candidates’ knowledge, skills, and dispositions so they can be leaders and assume the roles of effective school professionals, reflective change agents, and advocates for equity and excellence. To confirm that the SFE’s vision, mission, goals, and core beliefs are being met, the SFE engages an assessment system that continually assesses and evaluates teacher candidates and other school professionals as they progress and transition through the SFE’s programs. The SFE assessment system strives to be fair and unbiased so as to accurately confirm candidates’ competencies of their knowledge, skills, and dispositions, and to provide evidence upon which to guide future SFE programming.

Visions and Missions of Park University and the School for Education

Part 1: Park University:

Founded in 1875 in Parkville, Missouri, located just north of downtown Kansas City in Parkville, Missouri, Park University is a comprehensive, independent, non-profit private Master’s institution of higher education. In January 2000, Park achieved University status and now serves more than 24,000 students annually at 40 campus centers in 21 states. Park offers classes in traditional 16-week semesters, and eight-week accelerated terms. In addition, Park has approximately 50,000 online course enrollments for each academic year, making Park one of the largest providers of online learning in the country. Park is also proud of its long-standing relationship with the U.S. military; Park has been recognized as one of the largest providers of undergraduate education to the military population.

In May 2011, after engaging in a shared governance process involving faculty, staff, members of the administration, and community members, Park’s Board of Trustees approved new mission, vision, and core value statements. These are provided below.

Vision: Park University, a pioneering institution of higher learning since 1875, will provide leadership in quality, innovative education for a diversity of learners who will excel in their professional and personal service to the global community.
**Mission:** Park University provides access to a quality higher education experience that prepares a diverse community of learners to think critically, communicate effectively, demonstrate a global perspective and engage in lifelong learning and service to others.

**Core Values:** The core values, listed alphabetically, that guide Park University’s actions are:

1. Accountability
2. Civility and Respect
3. Global Citizenship
4. Inclusivity
5. Integrity

**Park’s Promise:** After reaffirming new vision, mission and core values statements, Park continued in the shared governance process to develop Park’s Promise, an outline of Park’s strategic priorities for the next five years. As a result, in May 2012, Park’s Board of Trustees also approved Park’s 2012-2017 University Strategic Plan that outlined Park’s Promise to serve those who serve their community and country by providing lifelong educational partnerships for:

- Accessible, Future Focused Programs
- Quality Education with a Global Perspective
- A Personalized Experience for Each Student
- A Global Educational Reach

To fulfill Park’s vision and mission and to meet Park’s Promise, Park defined five strategic priorities, each aligned with multiple related strategic results. These strategic priorities are:

1. Ensure Student Success
2. Strengthen the Park Brand
3. Ensure Customer Service and Organizational Effectiveness
4. Optimize the Use of Technology
5. Strengthen Park’s Fiscal Position

For more detailed information about Park’s Promise, see Park University 2012-2017 University Strategic Plan. [http://www.park.edu/promise/](http://www.park.edu/promise/)

**Part II: School for Education (SFE):**

**History:** Founded in 1875, Park has been producing educators for children since its early years as a natural outgrowth of the founding goals “to be among the best in the field of liberal arts education.” The first education course, the History of Education, was offered in 1894-95, and the Education Department received full department status in 1915-1916. By the time of Park’s Diamond Jubilee in 1950, Park was recognized with accreditation from the North Central Association of Colleges and Secondary Schools. In 1960-61, Park’s education program was accredited by Missouri’s Department of Education. By the early 1970s, Park’s Education Department offered certification in early childhood, elementary, and secondary education. In 1995, the Education Department began offering a Master of Education degree. In Fall 2007, the School for Education (SFE) received full accreditation for 7 years from the Missouri Department
of Elementary and Secondary Education. A new Dean for the School for Education was hired and began in July of 2010. In 2011, the SFE was restructured to include two departments; the Department of Elementary and Secondary Teacher Preparation and Department of Leadership & Early Childhood Education.

**Vision:** The School for Education at Park University is to be known as a leader in the preparation of educators who will address the needs, challenges, and possibilities of the 21st century.

There are many challenges for educational leaders, and those challenges can be expected to increase as the 21st century unfolds. It is our vision that teacher candidates of our programs will be equipped to meet these needs and challenges and to serve as leaders in making the changes necessary to empower every student. The importance of these challenges has been underscored in recent years by governmental mandates that attempt to insure that “no child is left behind” in education. Sometimes these mandates have detracted from the empowerment of educators to make the best decisions regarding curriculum and instruction for all learners. This has created its own new challenge: educators need to be even more strongly grounded in a professional knowledge base than ever to survive, maintain professional integrity, and meet all learners’ needs in today’s schools. Mandates alone will not produce the desired results; it is committed, empowered educational leaders who will bring the nation toward the vision of “no child left behind.”

The focus on serving all learners is a high priority in the School for Education. The overriding vision is that when all learners’ needs are met, all learners can achieve their highest potential as thinking, literate, participating citizens and lifelong learners.

**Mission:** The School for Education at Park University, an institution committed to diversity and best practice, prepares educators to be effective school professionals, reflective change agents, and advocates for equity and excellence for all learners.

Park University’s School for Education is committed to the preparation of teacher candidates who can assume leadership roles in the field of education. As leaders in the field of education, our candidates will be effective school professionals, reflective change agents, and advocates for equity and excellence for all learners.

As effective school professionals, our candidates will know how they should teach, understand whom they are teaching, and possess the skills to teach effectively. They will be well prepared to establish supportive and enriching learning environments; they will know how to continually assess student learning.

Our candidates will be reflective change agents. They will engage in collaborative problem-solving and critical inquiry, work toward supporting all learners in reaching their potential, and continually assess, change, and improve their practice for the purpose of helping all students reach their potential. Our candidates will be teacher-researchers who understand the importance of reflecting on their own teaching and learning.
Our candidates will be advocates for equity and excellence for all learners within the context of a democratic society. In Park’s SFE, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there are individual and cultural achievements among all social groups and that these achievements benefit all students and educators. Equity and excellence must be pursued concurrently to assure that all learners are well served and that all are encouraged to perform at their highest levels.

**SFE’s Philosophy, Purposes, and Goals**

A candidate who meets the five goals below provides evidence that he or she is developing as an effective school professional, a reflective change agent, and an advocate for equity and excellence for all learners. The goals below summarize the core Knowledge, Skills, and Dispositions that are at the heart of the developmental process, and are rooted in the Core Beliefs that make up the knowledge base that drives our programs. These goals serve as a guideline for everything we do with our candidates as we work with them to nurture their development as professionals.

1. Candidates exhibit behavior that demonstrates respect for all individuals, advocacy for equity and excellence, and the belief that all can develop, learn, and make positive contributions to society.

2. Candidates possess the necessary content knowledge and professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, cultural, and intellectual contexts, as demonstrated by varied, evidence-based strategies, including technology.

3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments and to use the information from assessments to develop and adapt instruction that meets learners’ needs and maintains their engagement.

4. Candidates exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

5. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, and communicating effectively with students and stakeholders.
SFE’s Core Beliefs and Knowledge Bases

CORE BELIEF #1: School professionals are advocates for equity and excellence for all. Every person can learn, and the goal of education is to give every individual the best possible opportunities to reach his or her highest potential.

- SFE Goal 1; Park University Core Values 2, 3, 4, & 5; SFE Strategic Priority 1.1; NBPTS Goal 1

CORE BELIEF #2: There is a definite knowledge base in education. All educators are grounded in content knowledge, educational theory, pedagogical knowledge, research and best practice, and professionalism. Educators are also connected to the professional communities and learned societies in education in general and in their chosen field, and are knowledgeable in the standards of those societies as well as of those of the state of Missouri.

- SFE Goal 2; Park University Core Beliefs 1, 3, & 5; Park Strategic Priority 1.1; NBPTS Goal 2

CORE BELIEF #3: Within the definite knowledge base in education, educators have the necessary knowledge and skills to conduct and interpret appropriate assessments and to use the information from assessments to develop and adapt instruction that meets learners’ needs and maintains their engagement. Throughout the assessment process, educators uphold American Psychological Association guidelines related to ethics and confidentiality. Educators also know that assessment is both formative and summative.

- SFE Goal 3; Park University Core Beliefs 1, 2, 3, 4, & 5; Park’s Strategic Priority 1.1; NBPTS Goal 3

CORE BELIEF #4: Educators are reflective change agents who are experts in collaborative problem-solving and critical inquiry. They are professionals who should regularly engage in high-level thinking, and should promote and nurture those same high levels of thinking in the learners they serve.

- SFE Goal 4; Park University’s Core Beliefs 1, 2, 3, 4, & 5; Park’s Strategic Priority 1.1; NBPTS Goal 4

CORE BELIEF #5: Becoming a leader in education is a lifelong, developmental and social process that unfolds uniquely for each individual. Key to this process, leaders in education are scholars of teaching and learning, and, as such are grounded in both best practice and current in evidence-based research in the field of education. In communicating effectively with students and stakeholders, educators use their competence in cross-cultural communication to communicate effectively with students and stakeholders.

- SFE Goal 5; Park University’s Core Beliefs 1, 2, 3, 4, & 5; Park’s Strategic Priority 1.1; NBPTS Goal 5

See the complete SFE Conceptual Framework at http://www.park.edu/education/resources.html
D. Unit Assessment System Transition Point Measure
CHANGE TO NEW ONE

School for Education
Unit Assessment System
Masters of Education in Educational Leadership

**ENTRANCE TO PARK UNIVERSITY GRADUATE SCHOOL**

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Monitoring</th>
<th>NCATE Standard 1 (1e –Knowledge/Skills, 1f –Student Learning, 1g-Dispositions)</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official College Transcript</td>
<td>Graduate Admissions</td>
<td>NCATE 1e</td>
<td>Graduation School Admission</td>
</tr>
<tr>
<td>Missouri State Highway Patrol felony background check and FBI fingerprint check</td>
<td>Graduate Admissions</td>
<td>NCATE 1g</td>
<td>Clearance with no felonies or misdemeanors.</td>
</tr>
<tr>
<td>Child abuse and neglect screening</td>
<td>Graduate Admissions</td>
<td>NCATE 1g</td>
<td>Clearance with no felonies or misdemeanors.</td>
</tr>
</tbody>
</table>

**Transition Point 1: Admission to the School for Education**

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Monitoring</th>
<th>NCATE Standard 1 (1e –Knowledge/Skills, 1f –Student Learning, 1g-Dispositions)</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two page philosophy</td>
<td>Area Coordinator for Educational Leadership</td>
<td>NCATE 1e, 1f, 1g</td>
<td>Content and Articulate Writing Skills</td>
</tr>
<tr>
<td>A letter of recommendation from a school administrator who has supervised</td>
<td>Area Coordinator for Educational Leadership</td>
<td>NCATE 1e, 1g</td>
<td>Reference indicates the candidate is of good character and school administrator believes the candidate would make an outstanding leader in the school setting.</td>
</tr>
<tr>
<td>Assessment Instrument</td>
<td>Monitoring</td>
<td>NCATE Standard 1</td>
<td>Criteria for Successful Completion of Field Experiences</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------</td>
<td>------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Field Experience Log</td>
<td>Instructor</td>
<td>NCATE 1e, 1f</td>
<td>Meet Scoring Rubric Criteria: Focus is Foundation of Educational Administration.</td>
</tr>
<tr>
<td>Signed by school administrator</td>
<td></td>
<td>ELCC Standards 3.2, 4.2, 5, 6.2, 6.3, 7.1</td>
<td></td>
</tr>
<tr>
<td>Signed by school administrator</td>
<td></td>
<td>MoSPE Quality Indicators 1.1, 2.1, 2.1, 3.1, 3.3, 4.1, 4.2, 4.3</td>
<td></td>
</tr>
<tr>
<td>ED 514 10 hour field experience in Foundations of Educational Administration.</td>
<td></td>
<td>ISLLC Standards 3A, 3B, 4B, 5E, 6B</td>
<td></td>
</tr>
<tr>
<td>Field Experience Log</td>
<td>Instructor</td>
<td>NCATE 1e, 1f</td>
<td>Meet Scoring Rubric Criteria: Focus is School and Community Leadership</td>
</tr>
<tr>
<td>Signed by school administrator</td>
<td></td>
<td>ELCC Standards 1.1, 1.4, 1.5, 1.6, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 6.2, 6.3, 7.1</td>
<td></td>
</tr>
<tr>
<td>Signed by school administrator</td>
<td></td>
<td>MoSPE Quality Indicators 1.2, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 6.2, 6.3, 7.1</td>
<td></td>
</tr>
<tr>
<td>Field Experience Log</td>
<td>Instructor</td>
<td>NCATE 1e, 1f</td>
<td>Meet Scoring Rubric Criteria: Focus is School Supervision</td>
</tr>
<tr>
<td>Signed by school administrator</td>
<td></td>
<td>ELCC Standards 2.1, 2.3, 2.4, 3.2, 4.1, 5.1, 6.2, 6.3, 7.1</td>
<td></td>
</tr>
<tr>
<td>Signed by school administrator</td>
<td></td>
<td>MoSPE Quality Indicators 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 6.1</td>
<td></td>
</tr>
<tr>
<td>Field Experience Log</td>
<td>Instructor</td>
<td>NCATE 1e, 1f</td>
<td>Meet Scoring Rubric Criteria: Focus is principal in Emphasis Area (Elementary or Secondary)</td>
</tr>
<tr>
<td>Signed by school administrator</td>
<td></td>
<td>ELCC Standards 1, 2, 3, 5, 7.1</td>
<td></td>
</tr>
<tr>
<td>Signed by school administrator</td>
<td></td>
<td>MoSPE Quality Indicators 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 6.1, 7.1</td>
<td></td>
</tr>
<tr>
<td>Field Experience Log</td>
<td>Instructor</td>
<td>NCATE 1e, 1f</td>
<td>Meet Scoring Rubric Criteria: Focus is School Organization</td>
</tr>
<tr>
<td>Signed by school administrator</td>
<td></td>
<td>ELCC Standards 3, 5, 7.1</td>
<td></td>
</tr>
<tr>
<td>Signed by school administrator</td>
<td></td>
<td>MoSPE Quality Indicators 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 6.1, 7.1</td>
<td></td>
</tr>
<tr>
<td>Field Experience Log</td>
<td>Instructor</td>
<td>NCATE 1e, 1f</td>
<td>Two faculty members must submit for the candidate. Minimum 2.0 rating on the survey instrument. Must pass to take ED634.</td>
</tr>
<tr>
<td>Signed by school administrator</td>
<td></td>
<td>ELCC Standards 3A, 3B, 4C, 5E</td>
<td></td>
</tr>
<tr>
<td>Signed by school administrator</td>
<td></td>
<td>MoSPE Quality Indicators 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 6.1, 7.1</td>
<td></td>
</tr>
<tr>
<td>Field Experience Log</td>
<td>Instructor</td>
<td>NCATE 1e, 1f</td>
<td>All required courses successfully</td>
</tr>
<tr>
<td>Signed by school administrator</td>
<td></td>
<td>ELCC Standards 3A, 3B, 4C, 5E</td>
<td></td>
</tr>
<tr>
<td>Signed by school administrator</td>
<td></td>
<td>MoSPE Quality Indicators 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 6.1, 7.1</td>
<td></td>
</tr>
<tr>
<td>SFE Disposition Instrument for Advanced Candidates</td>
<td></td>
<td>NCATE 1e, 1f</td>
<td></td>
</tr>
<tr>
<td>Application for</td>
<td>Area Coordinator for Educational Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area Coordinator for Educational Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Internship for ED634 Direct Field Experience</td>
<td>Educational Leadership</td>
<td>completed and a minimum of 3.0 GPA out of 4.0 GPA is maintained.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Field Experience Log signed by school administrator and one major project accomplished and approved in ED634 Sixteen Week Directed Field Experience</td>
<td>Instructor and Park Field Supervisor.</td>
<td>NCATE 1e, 1f ELCC Standards 7.1, 7.2, 7.3 MoSPE Quality Indicators: ALL ED634 successfully completed - 150 hours of directed field experience, one major project accomplished and approved)</td>
<td></td>
</tr>
<tr>
<td>MoSPE Standards Evaluation</td>
<td>Instructor of ED634, Park Field Supervisor, Host School Administrator</td>
<td>NCATE 1e, 1f ELCC Standards 1-6, 7.3 MoSPE Quality Indicators: ALL</td>
<td>Meets Scoring Rubric Criteria</td>
</tr>
<tr>
<td>Self-Assessment: of SFE Disposition Instrument for Advanced Candidate</td>
<td>Area Coordinator, Graduate Educational Leadership</td>
<td>NCATE 1g MoSPE Quality Indicators: ALL</td>
<td>Used as a pre internship data collection assessment. Later used as post-internship data collection assessment.</td>
</tr>
</tbody>
</table>

Transition Point 3: Electronic Portfolio

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Monitoring</th>
<th>NCATE Standard 1 (1e –Knowledge/Skills, 1f –Student Learning, 1g-Dispositions) ELCC Standards MoSPE Leader Standards ISLLC Standards</th>
<th>Criteria for Completion of Electronic Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic Portfolio (Foliotek)</td>
<td>Area Coordinator, Educational Leadership</td>
<td>NCATE 1e, 1f, 1g MoSPE Quality Indicators: ALL</td>
<td>Portfolio Scoring Guide: The portfolio should provide evidence that the candidate has demonstrated competency based on the MoSPE Leader Standards. In evaluating portfolios a rubric will be used: In order to pass a standard, the candidate must attain the minimum score per standard. If the candidate meets the minimum score per standard, the candidate is evaluated as “Proficient.” Those candidates, who do not meet a standard’s minimum evaluation score, may resubmit the standard(s) with corrections and/or changes.</td>
</tr>
</tbody>
</table>

Transition Point 4: Graduation

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Monitoring</th>
<th>NCATE Standard 1 (1e –Knowledge/Skills, 1f –Student Learning, 1g-Dispositions) ELCC Standards</th>
<th>Criteria for Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Instrument</td>
<td>GPA</td>
<td>Registrar</td>
<td>MoSPE Leader Standards ISLLC Standards</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----</td>
<td>-----------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Pass School Leaders Licensure Assessment (SLLA)</td>
<td>GPA</td>
<td>Registrar</td>
<td>NCATE 1e</td>
</tr>
<tr>
<td>Employer Follow-Up Survey</td>
<td>Application for graduation</td>
<td>Registrar</td>
<td>NCATE 1e</td>
</tr>
<tr>
<td>Higher Education Coordinating Council (HECC) Survey</td>
<td>Approved Portfolio</td>
<td>Area Coordinator for Educational Leadership</td>
<td>NCATE 1e, 1f</td>
</tr>
</tbody>
</table>

Successful completion of the required 36 credit hours with a 3.0 GPA, with no more than 2 C’s and no grade lower than a C.

Graduation Application completed and any payments paid.

Portfolio approved by 2 evaluators following portfolio criteria.

### Tracking Success: Post Graduation

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Monitoring</th>
<th>NCATE Standard 1 (1e –Knowledge/Skills, 1f –Student Learning, 1g-Dispositions) ELCC Standards MoSPE Leader Standards ISLLC Standards</th>
<th>Criteria for Post-Graduation Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass School Leaders Licensure Assessment (SLLA)</td>
<td>State of Missouri DESE</td>
<td>NCATE 1e</td>
<td>SLLA is passed and criteria are met.</td>
</tr>
<tr>
<td>Employer Follow-Up Survey</td>
<td>Area Coordinator, Educational Leadership</td>
<td>NCATE 1e, 1f, 1g</td>
<td>Survey is received by Park.</td>
</tr>
<tr>
<td>Higher Education Coordinating Council (HECC) Survey</td>
<td>Area Coordinator, Educational Leadership</td>
<td>NCATE 1e, 1f, 1g</td>
<td>Survey results received by Park.</td>
</tr>
</tbody>
</table>
E. Professional Education Unit Organizational Chart

School for Education

January 2013
II. GRADUATE SCHOOL OVERVIEW

A. Graduate School Mission and Vision

Vision Statement
Park University’s Graduate School will be an international leader in providing innovative graduate and professional educational opportunities to learners within a global society.

Mission Statement
The mission of the School of Graduate and Professional Studies at Park University is to provide leadership and direction to Park University’s graduate programs to assure that they are specialized, scholarly, and innovative, and designed to educate students to be creative, independent and lifelong learners within the context of a global community.
B. Education Degrees Offered Graduate School

**MASTER OF EDUCATION WITH EMPHASIS IN TEACHER LEADERSHIP**
This degree requires a Bachelor’s degree from a regionally accredited institution and a valid state teaching certificate (applicant must provide a copy of the certificate).
Area of Emphasis: Instructional Leader or Assessment

**MASTER OF LITERACY EDUCATION**
This degree requires a Bachelor’s degree from an accredited institution and a valid state teaching certificate (applicant must provide a copy of the certificate).
Areas of Emphasis: Reading Specialist or ESOL

**MASTER OF EDUCATION WITH EMPHASIS IN ADULT EDUCATION**
This degree requires a Bachelor’s degree in education from an accredited institution.

**MASTER IN EDUCATIONAL ADMINISTRATION**
This degree requires a Bachelor’s degree from an accredited institution and a valid state teaching certificate (applicant must provide a copy of the certificate).

**MASTER OF ARTS IN TEACHING**
This degree requires a Bachelor’s degree in the field of certification from an accredited institution. If the degree is not in the field of certification, coursework in the discipline must be completed before admission to the Master of Arts in Teaching.

*(This program has been eliminated with last candidates expected to graduate in May 2014).*
C. Graduate School Reference Page

Index of Offices Providing Assistance to School of Education Graduate Students

In the School for Education, Graduate Education programs, we seek to courteously help graduate students in answering questions and providing general assistance.

Jan McKinley, Ed.D.
Director, Graduate Education Programs (Downtown Campus)
911 Main Street
Suite 900, Room 919
816-559-5629

Michelle E. Myers, Ed.D.
Dean, School for Education (Parkville Campus)
8700 NW River Park Drive
Copley, Room 307
816-584-6335

Laurie DiPadova-Stocks, Ph.D.
Dean of School of Graduate and Professional Studies
911 Main Street
Suite 900, Room 918
816-559-5625

Advisement

<table>
<thead>
<tr>
<th>Program</th>
<th>Advisor</th>
<th>Office</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Master of Education</td>
<td>Dr. Jan McKinley</td>
<td>Downtown 901</td>
<td>816-559-5626</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>Director of Grad. Ed. Area Coordinator</td>
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<tr>
<td>Master of Education</td>
<td>Dr. Shannon Cuff</td>
<td>Parkville, Watson</td>
<td>816-584-6724</td>
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<tr>
<td>Literacy Ed</td>
<td>Area Coordinator</td>
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<tr>
<td>Adult Education</td>
<td>Dr. Marthann Schulte</td>
<td><a href="mailto:Marthann.Schulte@park.edu">Marthann.Schulte@park.edu</a></td>
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<tr>
<td></td>
<td>Area Coordinator</td>
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<tr>
<td>Master of Education</td>
<td>Dr. Ed Hight</td>
<td><a href="mailto:Ed.Hight@park.edu">Ed.Hight@park.edu</a></td>
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</tr>
<tr>
<td>Teacher Leadership</td>
<td>Area Coordinator</td>
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</tbody>
</table>

Teacher Certification

Registrar
Jody Manchion   Parkville, MC 36   816-584-6272

Reference Web Sites:
DESE   www.dese.mo.gov
Praxis  www.ets.org
III. GRADUATE SCHOOL ADMISSION POLICIES and PROCEDURES

A. Policy for Admission to the Graduate School

Admission to a graduate degree program at Park University is granted by the School of Graduate and Professional Studies. Each academic program may establish, with proper approvals, admission standards higher than the minimum standards established by the School of Graduate and Professional Studies, but no applicant who fails to meet the minimum standards may be admitted for Graduate Studies at Park University. Any exception to this policy must be approved by the dean of the school to which the student has applied, and such exception will be made only under rare circumstances, on the basis of clear evidence that the applicant is capable of successfully completing the program.

To be admitted, each applicant must hold a bachelor’s degree from a regionally accredited United States institution of higher learning or a degree, equivalent to a United States bachelor’s degree, from an accredited foreign institution. Any student submitting foreign credentials will be required to submit a foreign credential evaluation report completed by an accredited foreign credential evaluation service or be subjected to the Park University FCE fee and submission.

Park University Undergraduate Seniors:
Park University undergraduate seniors with a 3.6 cumulative grade point average, while still completing their bachelor’s degree, may be permitted to take up to nine (9) graduate credit hours in a non-degree seeking status. These credits will be applied to the appropriate graduate program after the student has received his/her undergraduate degree and been admitted to a graduate program. Financial Aid will not be available for courses taken as a non-degree seeking student.

The minimum undergraduate grade point average (GPA) required for admission is 3.00 on a 4.00 scale. Individual programs may have additional requirements such as appropriate entrance tests (for example, the GRE, [www.gre.org](http://www.gre.org) [Park University’s institutional code is 6177] or GMAT, [www.mba.com](http://www.mba.com)). Although entrance test scores, by themselves, do not constitute the sole or final criteria for granting or denying admission to any student, each program that requires them may establish specific score requirements and consider them in combination with other criteria, for making admission decisions. Applicants who hold a master’s degree are not required to submit scores from the GRE or GMAT.

Admission may be withdrawn if it was granted on the basis of substantially incorrect information or on the omission of relevant facts, which, if known at the time of admission, would have resulted in denial. In order to complete the application process, applicants must submit to the Graduate Admissions the following documents, unless otherwise indicated by policy:

- An application for graduate admission ([www.park.edu/apply/apply.asp](http://www.park.edu/apply/apply.asp))
- An application fee
- An official transcript of the bachelor’s degree, sent directly to the Graduate School by the issuing institution
- An official record of the score on the aptitude portions of the GRE or GMAT, whichever is appropriate, and, if required by the program, sent directly to the School of Graduate and Professional Studies by the testing agency.

All documents must be sent to:
Park University
Office of Graduate Admissions
911 Main, Suite 900
Kansas City, MO 64105
B. Types of Admission

Students will be admitted to a graduate program with one of the following statuses:

1. **Full Admission:** Applicants who meet all admission requirements, and the Graduate Admissions Office has received all necessary documents, are granted full admission.

2. **Provisional Admission:** A student who has met basic requirements, such as GPA, but is awaiting one or more other documents required by the Graduate Admissions Office may be granted provisional admission. A student who is accepted provisionally must submit complete and satisfactory records within the first twelve (12) credit hours of enrollment, unless granted an exception by the appropriate graduate program director, in order to continue in the program. Individual graduate programs may establish more restrictive time limit requirements on one or more of the individual program’s admission requirements.

3. **Probationary Admission:** In certain exceptional cases, a student who does not meet the minimum GPA requirement or specific program requirements, but who presents other evidence of ability to succeed in a graduate program, may be given probationary admission. Removal of probationary status must be approved by the graduate program director after the student has demonstrated academic ability by maintaining a “B” average for the first nine (9) hours of graduate courses, with no grade lower than a “B”.

4. **Non-Degree Seeking Students:** Non-degree status is available to those with a bachelor’s degree who wish to enroll in some graduate courses for professional advancement, but who do not plan to complete a degree or certificate program. Non-degree-seeking students must have a minimum 3.0 GPA on a 4.0 scale in their bachelor’s work to be considered for admission. Lower GPA’s may be considered on an individual basis by the relevant program director. Applicants who are seeking non-degree status are not required to submit GRE or GMAT test scores. However, if/when they intend to apply these courses to a degree or certificate program, the student must submit a new application and submit the required test scores, if applicable. No more than twelve graduate credits earned in a non-degree status at Park University may be applied to a master’s degree program and no more than six graduate credits earned in a non-degree status at Park University may be applied to a graduate certificate program.

5. **Registered Auditors:** Those students who are interested in a particular course, but who are not taking it for a grade may audit the course. Only face-to-face courses may be audited.

6. **International Student Admission:** *(Refer to current Park University Graduate Catalog under International Students)* Please see International Students Legal Requirements below:

The following items must be received by June 1st, for Fall semester admission, or by October 1st, for Spring semester admission, if you are currently outside of the U.S:

- **Completed Park University application** ([www.park.edu/apply.apply.asp](http://www.park.edu/apply.apply.asp)) and all other required materials and test scores requested by the graduate discipline you have selected. In addition, if transferring from a U.S. school, the International Student Transfer form must be completed by you and your current DSO (international advisor) and returned.

- **Pay the $100.00 international application fee** ($50 applied to application fee and $50 applied to International Student Fee; a one-time fee application only for F-1 visa students) by credit card, or select “pay by check” and send the check to:
  
  School of Graduate and Professional Studies
  Park University
  911 Main, Suite 900
  Kansas City, MO 64105 USA
• **Official certified transcripts and diploma** from your college or university. Certified English translations of the transcripts and diploma must also be provided for transcripts that are in a language other than English. In cases where institutions will not mail official copies, Park requires a copy authenticated by a college, university, Embassy official or other official offices as approved by the School of Graduate and Professional Studies.

• **A certified or sworn letter or Affidavit of support and supporting bank statement(s)** and/or other financial documents showing the ability to finance estimated annual expenses to live in the U.S. and study at Park (excluding winter and summer breaks). **
  
  ** See current Graduate Catalog under International Students.

• **If English is not the applicant’s primary language, an official copy of TOEFL (Test of English as a Foreign Language) or IELTS score, with a minimum iBT score of 79 or paper test score of 550, or computer test score of 213 and part scores as follows:**
  - Part scores are 55 or higher for the paper-based test (PBT)
  - 20 or higher for the computer-based test (CBT) with a writing score of 5.0, and:
  - At least 30 for the Internet-based (iBT)

  Park University’s institutional code is 0044. A TOEFL score or IELTS score of 6.0 or Park University approved test is required for all international students not completing a bachelor’s degree in the US or from a non-English speaking country.

  _Please refer to the current Graduate Catalog under International Students and Legal Requirements for more information._

  _Applicants who hold a bachelor’s or higher degree from a university located in the US or in another country in which English is both the primary spoken language and the medium of instruction are exempt from both the TOEFL/IELTS requirement and the LPE._

Please note that admission to a graduate degree program at Park University is officially granted by the School of Graduate and Professional Studies, based on admission criteria established, with proper approvals, by each program. All documents must be sent to:

  Park University  
  Office of Graduate Admissions  
  911 Main, Suite 900  
  Kansas City, MO 64105

As soon as you submit all required documents and fees, including financial documents, and have met all admission requirements, your application will be reviewed for admission by the School of Graduate and Professional Studies. If you are admitted for graduate study, the Office of International Student Services will issue your I-20. Any questions may be directed to the Office of Graduate Admissions at (816) 559.5627 gradschool@park.edu. Questions related to the I-20 and visa should be directed to the International Student Services Office at (816) 584-6820, (816) 584-6508 or international@mail.park.edu.
C. Procedures for Admission to Graduate Certification Programs

Graduate students who are interested in applying for a Masters in Education with certification in the areas of Educational Leadership or the Literacy program are responsible for applying to the Graduate School for Admissions located at the Park University downtown campus before enrolling in a degree program. Applicants must be formally admitted and comply with admissions requirements before they are provisionally and fully admitted into the Graduate School for Education.

An application for admission into the Graduate School for Education may be obtained from the Director of Graduate Admissions, or Online (link: www.park.edu/apply/apply.asp). Please see checklist (below) for specific admission requirements and procedures. Complete information regarding admission to various graduate programs may be found in the current Graduate Catalog. Upon the applicant’s provisional approval, it is imperative that the applicant meet with their advisor to complete a degree program advising sheet. However, it is encouraged that the candidate contacts the degree program chair prior to the application process so as to review degree requirements.

D. Checklist for Admission to Graduate Certification Programs

______ Meet or speak with Admissions Director, or degree advisor to begin application process.

______ Submit Graduate Application (link-may be submitted Online)

______ Submit all necessary requirements to Admissions director.

______ Director of Graduate Education reviews the application (if all degree admissions requirements are met, applicant is provisionally admitted into the Graduate School for Education.

______ Candidates will receive a letter from the Director of Admissions stating that they have been Provisional Admitted into the Graduate School for Education.

______ Copy of application referral is sent to School for Education Degree Area Coordinator

______ School for Education Degree Area Coordinator will review each application and then submit candidate’s name to the School for Education for a vote for Full Admission into the School for Education. The applicant will need to have fulfilled ALL degree admission requirements before Full Admission status is granted.

______ When an applicant is fully admitted into the School for Education, he/she will receive a letter from the Dean for Education congratulating him/her on his/her full admission into the School for Education. A copy of the letter will also be sent to the Director of Graduate Education and Director of Graduate Admissions.

______ As soon as the applicant has been granted Full Admission into the School for Education, the applicant will be Fully Admitted into the Graduate School. A letter from the Director of Admissions will notify the applicant of Full Admission status.
E. Application for Admission to Graduate School

GO TO WEBSITE:

www.park.edu/apply/apply.asp
Responsibilities and Procedures

Responsibilities

The CSARA has four primary responsibilities. These are:

- **Admission criteria**—Evaluate the admission criteria on a continuing basis. Study the Professional Dispositions Evaluations of both entering and admitted graduate candidates to monitor the quality of the development of the evaluated dispositions.

- **Student appeals**—Serve as an appeals board for teacher candidates who are denied admission to the School for Education or Directed Field Experience, who are appealing a Disposition evaluation by a faculty member that did not meet the standards for admission to the department or the policy for dispositions, or who refute the program designed for them utilizing their directed field experience assignment. These concerns may address academic progress, basic skill development, relationships with instructors, peers, children, or any other facet of performance relevant to the student's dispositions as related to potential performance as a practicing professional in the field of education. These concerns may also address the design for the directed field experience as it relates to the classroom experience of the teacher candidate.

- **Faculty referrals**—Hear the concerns of any faculty member regarding any student taking courses in the School for Education. These concerns may address academic progress, basic skill development, relationships with instructors, peers, children, or any other facet of performance relevant to the student's dispositions as related to potential performance as a practicing professional in the field of education.

- **Progress assessment**—CSARA will monitor students who have been assigned probation, dismissal, or retention of students due to deficit Professional Dispositions Evaluation forms. The students who have been placed on probation, recommended for follow up action or remediation, or dismissed from the program need to send progress reports to CSARA. If no progress reports are sent, the CSARA will send the student one request for an appropriate progress report.

**Preliminary Procedures for Students to File Grievances**

1. In order to file a grievance, a student(s) must obtain a grievance form from the Office of Education, complete the form and submit it to the Chair of Committee for Selection, Admission, Retention, and Appeals (CSARA). Documentation of concerns must accompany the submission where applicable.

2. The Chair of CSARA will meet with the student submitting a grievance in order to review student concerns and supporting data. Before the aggrieved student will be scheduled to meet with the CSARA, the student must document that he/she had met at least once with the respondent faculty member in an attempt to resolve the disposition in question. Subject to providing such documentation, the aggrieved student(s) will be scheduled to attend the next scheduled meeting of the CSARA.
3. The aggrieved student(s) will then meet with the CSARA committee during the next regularly scheduled meeting in order to present their concerns and supportive data to the full committee. However, unusual circumstances may support emergency meetings of the CSARA committee with the aggrieved student(s) at times other than regularly scheduled meetings. Such meetings shall be scheduled at the discretion of the committee Chair upon request of the aggrieved student(s) subsequent to consultation with the departmental Chair.

4. The faculty member who is the subject of the grievance will be invited to meet with the CSARA, concurrent with the meeting referred to in item 3 above. During this meeting, the student(s) will present the concerns expressed by the aggrieved student(s) to the faculty member. The responding faculty member will then be provided an opportunity to address those concerns.

5. Subsequent to such meeting, the Chair will submit written minutes to each of the following:
   a. Each member of the committee
   b. The referring faculty
   c. The student(s)
   d. The Department Chair

6. Minutes of each meeting shall contain the following:
   a. A summary of concerns expressed by the aggrieved student,
   b. A summary of the faculty member's response to those concerns,
   c. Recommendation to the Department Chair for subsequent action to be taken.

7. Recommendations to the Chair may include any action supported by university policy or regulation, or departmental policy or regulation. These recommendations may include, but shall not be limited to:
   a. No further action be taken at this time
   b. Follow-up action or remediation
   c. Probation of admission status in the School for Education
   d. Removal from the admission status in the School for Education

8. Follow-up actions need to be monitored and reported to CSARA by the appropriate Department Chair during his/her regular meeting times.

**Assessment of Students Receiving a Deficit Professional Disposition Evaluation**

1. The petitioning student(s) will meet with the Chair of CSARA to present in oral and written formats their concerns, progress, and supportive data of actions that address the deficit dispositions evaluation(s). The Chair will ensure that the student(s)’ concerns are clarified and supporting data reviewed. At the discretion of the Chair, the student(s) will be scheduled to attend the next meeting of the CSARA.

2. The petitioning student(s) will meet with CSARA during the next regularly-scheduled meeting in order to present their progress, concerns, and supportive data of actions that address identified deficit dispositions to the committee. However, unusual circumstances may support emergency meetings of the CSARA with the aggrieved student(s) at other than regularly scheduled meetings. Such meetings shall be scheduled at the discretion of the committee Chair upon request of the petitioning student(s) subsequent to consultation with the Department Chair.
3. Subsequent to such meeting, the Chair will submit written minutes to each of the following:
   a. Each member of the committee
   b. The petitioning student(s)
   c. The Department Chair
4. Minutes of this meeting shall contain the following:
   a. A summary of concerns expressed by the petitioning student(s)
   b. Recommendations to the Department Chair for subsequent action to be taken
5. Recommendations to the Chair may include any action supported by university policy or regulation, or departmental policy or regulation. These include:
   a. No further action be taken at this time
   b. Follow-up action or remediation
   c. The student seeking outside assistance
   d. Revision of the program
   e. Probation of admission status in the School for Education
   f. Removal from the admission status in the School for Education
6. Follow-up actions need to be monitored and reported to CSARA by the appropriate Department Chair during their regular meeting times.

Faculty Referral

Hear the concerns of any faculty member regarding any student taking courses in the School for Education. Such concerns may address academic progress, basic skill development, relationships with instructors, peers, children, or any other facet of his/her performance that may be relevant to the Professional Disposition Evaluation that identifies potential performance deficits as a practicing professional in the field of education.

Procedures for Faculty

1. Prior to referring a student to the CSARA, the referring faculty must have met with the student in question at least once in an attempt to resolve issue(s) of concern.
2. The referring faculty member must have developed a written intervention plan with the student in an attempt to resolve issues of concern unless such concerns are addressed in the course syllabus. In such cases, the faculty member only needs to visit with the student and reinforce the appropriate sections of the course syllabus.
3. If concerns were not addressed in the course syllabus or the intervention plan was not successful, the student may then be referred to the CSARA for action regarding any issue for which the CSARA has responsibility. To initiate a referral, the concerned faculty member will obtain a Concern Report Form (CRF) from the departmental office, complete the form and submit it to the Chair of the CSARA. Documentation of concerns must accompany the CRF along with a copy of the intervention plan.
4. The Chair of the CSARA will meet with the faculty member submitting a CRF in order to review concerns and supporting data. For matters involving problems with attendance, tardiness, work submitted, or like matters generally addressed in a course syllabus, at the mutual agreement of the referring faculty and the Chair of the CSARA, the student will receive a letter from the Chair of the CSARA stating the reason(s) for faculty concerns and the consequences of the student's behavior as stated in the course syllabus.
5. When issues have not been resolved through the procedures described above, or for
chronic difficulties or more serious student behavior(s), the student will be referred to the CSARA for a hearing. In such cases, the referring faculty and the student will be scheduled to attend the next meeting of the CSARA. Emergency meetings may be scheduled when necessary to deal with issues requiring immediate attention. Such meetings shall be scheduled at the discretion of the committee Chair upon request of the referring faculty subject to consultation with the Department Chair. The referring faculty will meet with the CSARA during the next regularly scheduled meeting in order to present his/her concerns and supportive data to the full committee. However, unusual circumstances may support emergency meetings of the CSARA committee with the referring faculty at times other than regularly scheduled meetings.

6. During this meeting, the referring faculty member will present concerns listed in the CRF to the student. The student will then be provided an opportunity to respond to those concerns.

7. Subsequent to each meeting, the Chair will submit written minutes to each of the following:
   a. Each member of the committee
   b. The referring faculty
   c. The student
   d. The Department Chair

8. Minutes of each meeting shall contain the following:
   a. A summary of concerns expressed by the referring faculty
   b. A summary of the student's response to those concerns
   c. Recommendations to the Department Chair for subsequent action to be taken.

9. Recommendations to the Chair may include any action supported by university policy or regulation, or departmental policy or regulation. These include:
   a. No further action be taken
   b. Follow-up action or remediation
   c. The student seeking outside assistance
   d. Probation of admission status in the School for Education
   e. Removal from the admission status in the School for Education
   f. Dismissal from the program

10. Follow-up actions need to be monitored and reported to CSARA by the appropriate Department Chair during his/her regular meeting times.

**Procedures to review admissions criteria and disposition evaluation**

1. Upon request from a Department Chair, the CSARA, will meet to conduct a review of the specific disposition(s) and/or the standards for selection, admission, and retention of teacher candidates in the School for Education as identified within the request.

2. Subsequent to completion of such review, recommendations for changes to existing standards will be brought before the department as a whole for discussion, either at the next regularly-scheduled departmental faculty meeting or at a meeting scheduled for the expressed purpose of conducting such a discussion at the discretion of the Department Chair.
CSARA Membership Charge and Operations

Membership of the CSARA Committee shall be constituted as follows:

1. A Chairperson will be elected by the Teacher Education Faculty for a two-year term during the last School for Education Faculty meeting of the academic year when the two-year term has expired.
2. In the event the elected Chairperson is unable to complete the two-year term, an election will be held to elect a new Chairperson who will serve until the end of the original term.
3. Four Teacher Education Faculty will be elected for two-year staggered terms to serve as needed and requested by the Chair of the Committee.
4. One College of Liberal Arts and Sciences (CLAS) teacher certification discipline area faculty member appointed by the Dean of CLAS and approved by the SFE Teacher Preparation Faculty.

Charge

The CSARA Committee serves as an appeal body for the School for Education in the implementation of the education unit. The Committee will receive and review any candidate grievance that is within the authority of the School for Education and not addressed through other Park University Policies as written in the catalog (i.e., grade appeal, academic honesty, etc.). While not intended to be an exhaustive list, some examples of School for Education authority include review and decision of candidate admittance to the SFE, policies related to assessment of professional dispositions and approval of application for directed field experience.

Operations

- The Chairperson of the Committee will convene the elected members for an informational meeting before the twentieth day of any given semester.
- The Committee will convene meetings at the request of the elected Chairperson to address any and all concerns related to procedure and policy for faculty and candidates in the implementation of the education unit.
- The Chairperson will convene a meeting within 7 working days of receipt of a grievance form to review and either request additional information or render a decision. The decision and/or action to be taken will be communicated to the griever through an acceptable form of received receipt (i.e., signature upon pick-up of the decision from the SFE office and/or certified mail with delivery confirmation). The Dean and Department Chairperson will also receive a copy of the decision.
- In the event that the candidate disagrees with the Committee’s decision, he/she may appeal in writing to the Dean within 10 working days of receipt of the decision. The Dean will review the appeal and render a decision. The decision of the Dean will be final.
SCHOOL FOR EDUCATION

G. Appeal Process and Procedures on Denial of Admission to the School for Education

An applicant who has been denied admission to the School for Education may appeal the decision. The appeal shall be submitted in writing to the Dean of the SFE and will be given to the Committee for Selection, Admission, Retention, and Appeals (CSARA). Documentation supporting the appeal must accompany the appeal where applicable. Additional information related to the appeals process may be obtained from the School for Education office.

An applicant who disagrees with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention, and Appeals (CSARA). The appeal shall be submitted in writing to the Chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.
H. Grievance Form - Graduate Education Programs

Grievance Form

Candidate Name: ______________________________ Candidate ID#: ______________________

Course Name: ____________________________________ Date: ___________________________

Phone #: _________________________ Academic Advisor: _______________________________

Email Address: _________________________________________________________________

Description of Grievance (attach additional sheets if necessary):
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

________________________________________________                   _____________________________________
Candidate Signature                                                                                     Date

For School for Education use only:

____ Received by SFE

____ Date

____ Submitted to Chair of CSARA

____ Date

____ Committee Convened

____ Date

____ Recommendation(s) sent to Candidate with CC to Dean & Department Chair

____ Date
IV. ADVISING


School for Education

1. During this academic year, how many times have you met with your academic or faculty advisor?
   a. Never (Please comment on the back and return the form)
   b. 1-2 times
   c. 3-4 times
   d. 5-6 times
   e. 7 or more times

For each item, completely mark the circle on below.
1=strongly disagree through 5=strongly agree.

2. My advisor is interested in me as a person.
   1  2  3  4  5

3. My advisor knows who I am and calls me by name.
   1  2  3  4  5

4. My advisor is a good listener.
   1  2  3  4  5

5. My advisor shows respect for my opinions and feelings.
   1  2  3  4  5

6. My advisor is familiar with Park University courses and programs.
   1  2  3  4  5

7. My advisor provides me with accurate information.
   1  2  3  4  5

8. My advisor helps me select appropriate course options.
   1  2  3  4  5

9. My advisor helps me explore my fields of interest.
   1  2  3  4  5

10. My advisor can be depended upon to keep appointments in person and/or online.
    1  2  3  4  5

11. My advisor is available during posted office hours face-to-face or online.
    1  2  3  4  5

12. My advisor shares practice tests, study guides, and other assessment information with me
    1  2  3  4  5
13. My advisor is familiar with resources/services available at Park.

1 2 3 4 5

14. My advisor helps me identify academic difficulties and offers suggestions to me.

1 2 3 4 5

15. My advisor encourages me to discuss my goals and my plans for the future.

1 2 3 4 5

16. My advisor provides a caring, open atmosphere.

1 2 3 4 5

17. My advisor is someone I would recommend to other students.

1 2 3 4 5

18. My advisor discusses my portfolio (if a requirement in my program with me.

1 2 3 4 5

19. I initiate contact with my advisor for reasons other than obtaining a signature.

1 2 3 4 5

20. I feel that I have contributed significantly to the advisee/advisor relationship.

1 2 3 4 5

21. Mark the number of advisors you have had during your college career.

1 2 3 4 5

22. I feel my academic progress has been slowed down by poor advising.

1 2 3 4 5

(Please be specific with comments below; if additional space is needed, you are welcome to use the back of this form)
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<th>Name</th>
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<th>Request/Purpose</th>
<th>Action</th>
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</table>
SCHOOL FOR EDUCATION

C. Policy for Candidates to change Education Advisor

A student who is assigned a School for Education faculty member as an advisor is expected to maintain an advising relationship with that specific faculty member. However, in circumstances where the advising relationship is not effective, either the student or the faculty member may petition the Dean of the School for a change in advising assignment by completing the Request for Advisor Change form. The Dean will approve or deny the request based on the facts presented and, if approved, appoint a new advisor for the student.
D. Request for Advisor Change

Candidate Name: ______________________________ Candidate ID#: __________________

Current Academic Advisor: _______________________________ Date: __________________

Phone #: __________________ Email Address: ________________________________

☐ Please assign a new faculty advisor

☐ Professor ______________________ has agreed to be my new faculty advisor as indicated by his/her signature below:

______________________________________          __________________________________
Advisor Signature                                                          Date

Reason for change:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

For School for Education use only:

Request has been:  APPROVED           DENIED

New Advisor Assigned: ___________________ ID#: ___________________

Previous Advisor: ___________________ ID#: ___________________

Previous advisor please send your file to the above listed new advisor for this student.

__________________________________          _____________________________
Dean Signature     Date

Processed by the SFE office and notification mailed/ emailed (circle one) to student on: ___________
E. Exit Requirements

Graduate Programs in Education

General Graduation Requirements:
- Successful completion of 30 credit hours (36 – 43 hours in the MAT Program), with no grade lower than a “C” in the required courses, and a cumulative GPA of 3.0 or higher.
- An Application for Graduation is required before a completion statement is posted to the transcript. Application for Graduation is available online at www.park.edu/graduation. Students must return the completed form with the appropriate fee.

Master of Literacy Education
- Special Reading Teacher/Literacy Coach Track
  Completion of the track’s 30 hour curriculum with at least a 3.0 GPA, an approved portfolio that addresses satisfactorily the IRA Standards is required. A student cannot complete the program or be recommended for certification without an acceptable portfolio.
- ESOL Track
  Completion of the track’s 30 hour curriculum with at least a 3.0 GPA, an approved portfolio that addresses satisfactorily the TESOL Standards is required. A student cannot complete the program or be recommended for certification without an acceptable portfolio.

Master of Education in Educational Leadership
- In addition to general graduation requirements, an approved portfolio is required, which address satisfactorily the Missouri Leader Standards for initial principal certification. The portfolio must be presented by the fifth (5th) week of the last term in the student’s program. A student cannot complete the program or be recommended for certification without an acceptable portfolio.

Master of Arts in Teaching
- Successful completion of the 36-43 hours with a 3.0 GPA, with no more than two (2) “C’s” and no grade lower than a C. An approved portfolio that addresses satisfactorily the Missouri Standards for a beginning teacher. The portfolio must be presented by the fifth (5th) week of the last term of the student’s program. A student cannot complete the program or be recommended for certification without an acceptable portfolio.

(This program has been eliminated with last candidates expected to graduate in May 2014).
F. Advising Form Checklist

Checklist for Admission Graduate School Education Programs

Name __________________________Advisor ____________________Program/Degree_____________

Master of Education in Teacher Leadership:

___ A Bachelor’s degree from a regionally accredited institution and hold a valid state teaching certificate (applicant must provide a copy of the certificate)
___ Minimum 3.0 grade point average (GPA) on a 4.0 scale
___ MO State Highway Patrol felony background check and FBI fingerprint check
___ Child abuse or neglect screening
___ Official admittance to the School for Education
___ Applicants with a GPA between 2.75 & 3.0 may be considered for admission, if one of the following is provided:
   ___ Four (4) years successful employment experience (provide letter of recommendation from supervisor based on good evaluations)
   ___ An acceptable GRE score for verbal and quantitative tests
   ___ Meet or exceed the state field test mean score on the area test of the National Teacher’s Exam

Master of Education/Adult Education

___ A Bachelor’s degree from an accredited institution
___ Minimum 3.0 grade point average (GPA) on a 4.0 scale
___ Applicants with a GPA between 2.75 and 3.0 may be considered for admission, if one of the following is provided:
   ___ Four (4) years successful employment experience (validated by a letter of recommendation from a supervisor based on good evaluations)
   ___ An acceptable GRE score for verbal and quantitative tests
   ___ Optional professional portfolio (to be evaluated by two members of the full-time teacher education faculty)
Master of Literacy Education

The Special Reading Teacher/Literacy Coach Track:
This track is for educators desiring to work as literacy coaches or special reading teachers, in various public and private settings. This track leads to Missouri Special Reading certification. This certification is not available as an initial certificate; candidates must already be certified in another area.

Admission Requirements for Both Tracks:

____ A Bachelor’s degree from an accredited institution and hold a valid state teaching certificate (applicant must provide a copy of the certificate)

____ Admission to the Special Reading Teacher/Literacy Coach Track educators requires two years teaching experience before certification.

____ Minimum 3.0 grade point average (GPA) on a 4.0 scale

____ MO State Highway Patrol felony background check and FBI fingerprint check

____ Child abuse or neglect screening

____ Official admittance to the School for Education

____ Students with a GPA between 2.75 and 3.0 may be considered for admission, if one of the following is provided:

____ Four (4) years successful employment experience (letter of recommendation from supervisor based on good evaluations)

____ An acceptable GRE score for verbal and quantitative tests

____ Meet or exceed the state field test mean score on the area test of the National Teacher’s Exam

____ Optional professional portfolio (to be evaluated by two members of the full-time teacher education faculty)

____ Complete forms on background-screening (Teacher Candidates)-see appendices.
Master in Educational Leadership

___ A Bachelor’s degree from an accredited institution and hold a valid state teaching certificate (applicant must provide a copy of the certificate)
___ Two page philosophy of education and how that led applicant to desire a degree and certification in educational leadership
___ Letter of recommendation from a school administrator who has supervised applicant’s work
___ MO State Highway Patrol felony background check and FBI fingerprint check
___ Child abuse or neglect screening
___ Official admittance to the School for Education
___ Minimum 3.0 grade point average (GPA) on a 4.0 scale
___ Applicants with a GPA between 2.75 and 3.0 may be considered for admission, if one of the following is provided:
   ___ Four (4) years successful employment experience (validated by a letter of recommendation from a supervisor based on good evaluations
   ___ An acceptable GRE score for verbal and quantitative tests
   ___ Meet or exceed the state field test mean score on the area test of the National Teacher’s Exam
   ___ Optional professional portfolio (to be evaluated by two members of the full-time teacher education faculty)
___ Complete forms on background-screening (Teacher Candidates)-see Appendices.
V. APPENDICIES
Dispositions

(DISPOSITION INSTRUMENT IS SPECIFIC TO THE GRADUATE DEGREE PROGRAM)

Master of Education, Leadership

Candidates in the M.Ed. Educational Leadership program are required to have two faculty members from previous courses fill out an Educational Leadership Advanced Candidate Assessment of Dispositions before beginning their Directed Field Experience (ED634). Candidates must have scores of “Target” or “Acceptable” in order to continue with Directed Field Experience.
PROFESSIONAL DISPOSITIONS

Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are fairness and the belief all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions.

Instructions for completing a Disposition Assessment of a leader candidate:

The attached rubric contains 15 Disposition statements that have been identified collectively by the School for Education (SFE) faculty as attitudes, values and beliefs that are expected of graduate candidates. When completed, the rubric provides a “profile” of a candidate as assessed by the individual evaluator. An evaluator is defined as the person completing the rubric (e.g. faculty, cooperating teacher, clinical supervisor).

For each disposition statement, the rubric includes a range of possible behaviors/attitudes that may be observed in a University or field experience setting. The rating titles of “Target, Acceptable, and Unacceptable” were adopted directly from NCATE language.

A rating of “Target” indicates exceptional/outstanding dispositions. Note: to rate a graduate candidate at the “target level”, starred statements must be observed. There should be no ratings of the stem statements in the “acceptable” or “not acceptable” columns. The rating of target would be reserved for candidates who demonstrate exemplary dispositions.

A rating of “Acceptable” indicates that a graduate candidate demonstrates attitudes that are appropriate. Although the evaluator may not see all evaluative statements demonstrated within the section of the rubric, the graduate candidate should not have any statements within the “unacceptable” section reflective of his/her disposition. There may be some statements that are reflective of “Target”.

A rating of “Unacceptable” indicates poor to unacceptable student disposition and intervention is necessary. The graduate candidate may have some statements that are evidenced in the “acceptable column”; however, the unacceptable statements are more reflective of the graduate candidate’s dispositional assessment. If a rating of “Unacceptable” appears on the assessment, then the evaluator must provide evidence of the rating so that proper intervention with the graduate candidate can ensue.

Note: A “not applicable” rating is intentionally excluded as a selection. Evaluators are encouraged to use professional judgment by viewing the examples and completing the disposition assessment.

NCATE. (Professional Standards for the Accreditation of Teacher Preparation Institutions, 2008)
## Graduate Professional Dispositions

<table>
<thead>
<tr>
<th>EFFECTIVE SCHOOL PROFESSIONAL</th>
<th>REFLECTIVE CHANGE AGENT</th>
<th>ADVOCATES FOR EXCELLENCE/EQUITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complies with professional norms.</td>
<td>Continuous reflection and revision on improvement in curriculum, instruction and assessment.</td>
<td>Understands multiple perspectives and conveys to learner how knowledge is developed from the advantage point of the learner.</td>
</tr>
<tr>
<td>Values and implements evidence-based student focused practice.</td>
<td>Practices professional collaboration and consultation.</td>
<td>Works to eliminate all barriers to student success and achievement in a supporting environment.</td>
</tr>
<tr>
<td>Values and promotes development of students’ critical thinking, independent problem solving and performance capabilities.</td>
<td>Utilizes resources to meet the needs of ALL learners.</td>
<td>Values and believes all students can learn.</td>
</tr>
<tr>
<td>Values formative and summative assessment as essential to the instructional process.</td>
<td>Communicates and responds appropriately to all members of the learning community.</td>
<td>Advocates and demonstrates equitable treatment and respect for diverse talent of all individuals.</td>
</tr>
<tr>
<td>Applies subject matter knowledge and appreciates its complexity and ever-evolving status.</td>
<td>Continued inquiry and exploration of current theories and best practices in education.</td>
<td>Models professional knowledge, skills and dispositions while maintain high expectations for all students.</td>
</tr>
</tbody>
</table>
### Effective School Professionals

1. **Complies with professional norms.**

<table>
<thead>
<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consistently arrives on time or early and completes the work.</td>
<td>• Maintains the expected hours of attendance.</td>
<td>• Does not maintain the expected hours of attendance.</td>
</tr>
<tr>
<td>• Models attendance at school events beyond the school day and encourages others to be involved.</td>
<td>• Occasionally attends extra school functions.</td>
<td>• Does not attend extra school functions.</td>
</tr>
<tr>
<td>• Has professional attitude providing leadership in their chosen field, and communicating effectively with staff, students, parents, and stakeholders.</td>
<td>• Treats students, staff, parents and stake-holders cordially.</td>
<td>• Inconsistent attitudes toward students, staff, parents, and stakeholders.</td>
</tr>
<tr>
<td>• Seeks opportunities for professional development beyond what is required.</td>
<td>• Attends required school professional development activities.</td>
<td>• Inconsistent with participation and has been absent from 1 or more required professional development sessions.</td>
</tr>
<tr>
<td>• Maintains confidentiality.</td>
<td>• Generally maintains confidentiality.</td>
<td>• Frequently fails to protect confidentiality.</td>
</tr>
<tr>
<td>• Demonstrates organizational skills in the utilization of student and curricula data.</td>
<td>• Organizational skills are adequate, may require some search for data.</td>
<td>• Disorganized with records and materials when asked for data.</td>
</tr>
<tr>
<td>• Exemplifies classroom management, motivation, and engagement strategies consistent with disciplinary research and inquiry methods.</td>
<td>• Ensures students are generally on-task, motivated, and engaged in learning as a result of classroom management plan.</td>
<td>• Students can be observed off task with some disruption, classroom plan does not provide necessary discipline structure necessary for student engagement.</td>
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2. **Values and implements evidence-based student focused practice.**

<table>
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<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>• Understands student development and learning — constructing knowledge, acquiring skills, and developing disciplined thinking processes—and uses instructional strategies and technologies that promote student learning.</td>
<td>• Understands how learning occurs on general terms and uses instructional strategies that promote student learning.</td>
<td>• Inconsistent or incorrect use of strategies that would facilitate student learning; fails to recognize the need for revisiting points to enhance learning process of students.</td>
</tr>
<tr>
<td>• Participates in school-wide long term and short term plan for accomplishing goals and developing units of instruction.</td>
<td>• Able to identify potential</td>
<td>• Does not take initiative for setting long or short term goals with unit of instruction, uses teaching products without noting applicability to</td>
</tr>
</tbody>
</table>
• Develops long term and short term plans for accomplishing goals and developing units of instruction in advance of deadlines.
• Proactive in identifying potential problems or challenges, and seeks solutions early-on.
• Dedicated in researching assignments and finding solutions to potential problems.
• Consistently examines and interprets assessment data to improve learning, modify techniques and/or strategies.
• Analyzes data, and collaborates with others to provide summary of data to students, parents, and others.

problems or challenges and may seek assistance for solutions.
• Is able to find materials to assist with assignments or solutions to potential problems.
• Implements practice with regards to assessment data.
• Maintains data system files, sharing when asked by students, parents, and others.

1. Does not recognize problem indicators or challenges encountered by students.
2. Seeks reactive rather than pro-active solution assistance.
3. Does not apply data to research topics necessary for best-practice instruction.
4. Poor record keeping of academic progress prompts poor communication to students and others.

3. Values and promotes development of students’ critical thinking, independent problem solving and performance capabilities.

<table>
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<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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</table>
| • Uses Best-Practices to engage students including Problem Based Learning (PBL) strategies for critical thinking and problem solutions.
• Engages students in self-assessment activities to help them become aware of their learning behaviors, strengths, needs and progress, and encourages them to set personal goals for learning.
• Directs students to engage in opportunities for experiential and authentic application of learning to new settings or across the system. | • Able to engage most students in the learning activities at hand including some student-directed projects.
• Applies activities in some instances in which students must reflect on an activity completed. The students may be asked to intermittently set goals for future learning.
• Provides some variety in learning resources in order that students have opportunity to apply skills creatively with learning activities.
• Generally evaluates student | • Inconsistent in engaging most students in learning activities; student skills poorly practiced.
• Strategies for student reflection tend to be unreliable in substance, inappropriate use/strategies, or lacking in validity. Results are not appropriate for accurate student decision-making about progress or setting learning goals.
• Typically utilizes lecture mode for information sharing with rigid application to specific activity or skill set.
• Spends little time in analysis of group work activities; does |
4. **Values formative and summative assessment as essential to the instructional process.**

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<th>Target</th>
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<th>Unacceptable</th>
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<tbody>
<tr>
<td>• Employs multiple assessment methods to involve learners in self-assessment of products with the use of rubrics and other strategies for evaluating product quality.</td>
<td>• Has an awareness of using rubrics/strategies in the learning process for student self-evaluation but has some difficulty in drawing appropriate conclusions of instructional success.</td>
<td>• Assessment strategies tend to be poorly prepared with mixed results occurring with student self-assessment of required learning product development.</td>
</tr>
<tr>
<td>• Provides instruction linked to Understanding by Design (UBD) in assessing student learning outcomes through the use of summative assessments.</td>
<td>• Understands Understanding by Design (UBD) and able to link a desired learning outcome to a meaningful summative assessment tool for measuring student success.</td>
<td>• Is unclear with Grade Level Expectations (GLE) in determining what outcomes to measure or the type of assessment tool(s) to be used for evaluating student success.</td>
</tr>
<tr>
<td>• Utilizes formative assessment appropriately during the learning process in order that students self-reflect on quality measures of product development leading to learning mastery.</td>
<td>• Inconsistent use of formative assessment tools provides students with limited opportunities for self-reflection of their learning.</td>
<td>• No formative assessment strategies are used for student self-assessment; attempts at redirection for student mastery not observed.</td>
</tr>
<tr>
<td>• Diligent in maintaining useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues.</td>
<td>• Maintains records as required by District for reporting student progress and reports that information as required.</td>
<td>• Record keeping is frequently not up-to-date with evaluated student activities and not available for timely reporting.</td>
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5. **Applies subject matter knowledge and appreciates its complexity and ever-evolving status.**

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<th>Target</th>
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<tr>
<td>• Possesses mastery in necessary content and professional knowledge to support and enhance student development and learning,</td>
<td>• Content knowledge and best-practices is evident and included with teaching strategies appropriate for meeting student needs for</td>
<td>• Errors noted in lesson plan construction with strategies poorly designed for meeting the needs of all students; technology resources used</td>
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</table>
including meeting student needs across physical, social, psychological, cultural, and intellectual contexts, as demonstrated by varied, evidence-based strategies, including technology.

- Conducts and interprets appropriate assessments and information from assessments to develop and adapt instruction that meets learners’ needs and maintains their engagement.
- Understands and applies theories of learning including prior experiences, learning styles, multiple-intelligences, strengths and needs of students to differentiate curriculum.
- Managing time, space, transitions, and activities with little to no loss of context and minimal distractions.
- Sensitivity to culture, gender, intellectual and physical differences is evident in diversity with curriculum and characters under study.

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<th>Success to include technology resources for instruction.</th>
<th>Generally able to use student assessment data to adapt learning activities to move all students toward success.</th>
<th>Includes differentiation and accommodations in lesson plan development.</th>
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</thead>
<tbody>
<tr>
<td>Understands theories of learning as prior experiences, learning styles, multiple-intelligences, strengths and needs of students to differentiate curriculum but struggles with application.</td>
<td>Manages time, space, transitions, and activities with disruptions moving some activities temporarily off track.</td>
<td>Recognizes the need to include multi-cultural and diversity in curriculum activities.</td>
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Reflective Change Agents

6. Continuous reflection and revision on improvement in curriculum, instruction and assessment.

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<th>Target</th>
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<th>Unacceptable</th>
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<tbody>
<tr>
<td>Works and collaborates with peers to strengthen own teaching; positively accepts guidance and suggestions</td>
<td>Collaborates with others when asked by peers; tentatively accepts guidance and suggestions.</td>
<td>Becomes defensive when guidance is given. Makes excuses for problems or blames others instead of looking at self.</td>
</tr>
<tr>
<td>Creatively incorporates changes into teaching repertory.</td>
<td>Continues to try new strategies as appropriate.</td>
<td>Little or no attempt to make appropriate changes.</td>
</tr>
<tr>
<td>Uses other educators’ information from inquiry and reflection to adapt to his/her professional practice.</td>
<td>Seeks out reflection and</td>
<td>Little or no use of own or others’ inquiry to improve professional practice.</td>
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<tr>
<td>Seeks out reflection and</td>
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</table>
- Applies information from continuous inquiry and reflection to improve professional practice.
- Shares responsibility in reflection of ongoing efforts to improve learning and improve the effectiveness of the school.

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<th>Participates occasionally when requested for self and school.</th>
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<td></td>
<td>Does not reflect or assess one’s own learning or share in responsibility for school improvement.</td>
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### 7. Practices professional collaboration and consultation.

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</thead>
<tbody>
<tr>
<td>Engages in collaboration and displays sensitivity in interaction with others.</td>
<td>Will collaborate when needed.</td>
<td>Resists participation in collaborative situations.</td>
</tr>
<tr>
<td>Reflects thoughtfully and creatively when implementing suggestions and adapts them to fit the situation.</td>
<td>Adapts suggestions to fit the situation.</td>
<td>Fails to follow through and implement strategies or ideas suggested by teachers or supervisors.</td>
</tr>
<tr>
<td>Listens, respects and responds appropriately to other’s points of view.</td>
<td>Responds to other’s points of view.</td>
<td>Reacts defensively or does not respond to other’s points of view.</td>
</tr>
<tr>
<td>Respects the many ways people communicate and encourages multiple modes of communication.</td>
<td>Accepts that people communicate in many modes.</td>
<td>Does not understand multiple modes of communication.</td>
</tr>
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### 8. Utilizes resources to meet the needs of all learners.

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<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeks and uses sources of data to clearly identify and assess the progress and specific needs of individuals.</td>
<td>Uses data to clearly identify the specific needs of individuals.</td>
<td>Does not use or uses inappropriately data to identify the needs of individuals.</td>
</tr>
<tr>
<td>Investigates and employs new ideas and best practices for differentiation in the classroom.</td>
<td>Generally seeks out materials and resources for a variety of needs in the classroom.</td>
<td>Does not regularly seek out materials and resources for all achievement levels.</td>
</tr>
<tr>
<td>Responds positively and effectively to meet the needs of individuals, noting the differences among students.</td>
<td>Requests assistance in finding ways to address differences in achievement or performance.</td>
<td>Expresses concerns or doubts about children’s ability to learn.</td>
</tr>
<tr>
<td>Identifies and adapts specific materials and technology</td>
<td>Generally adapts a variety of materials for individual needs, including technology resources.</td>
<td>Prefers to use the same limited materials for all individuals.</td>
</tr>
</tbody>
</table>
resources for individuals.

<table>
<thead>
<tr>
<th>9. Communicates and responds appropriately to all members of the learning community.</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Expresses thoughts consistently and tactfully with precision, clarity, and professionalism in written and spoken exchanges with others.</td>
<td>• Generally expresses thoughts in fundamental professional language and is honest and direct with others.</td>
<td>• Does not express ideas and concepts with clarity and professional language and is not tactful when speaking or writing.</td>
<td></td>
</tr>
<tr>
<td>• Communicates by listening, respecting others’ perspectives, and seeking to understand the concern of parents, guardians and others.</td>
<td>• Usually seeks to understand the thoughts of others before communicating.</td>
<td>• Does not seek to understand the needs of others.</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates commitment to being a member of the learning community and working with families while being sensitive to the community and cultural norms.</td>
<td>• Usually demonstrates the commitment to the learning community and seeks to understand cultural norms.</td>
<td>• Demonstrates a lack of willingness to be sensitive to others’ similarities and differences and feels apart from the learning community.</td>
<td></td>
</tr>
<tr>
<td>• Dedicated to being a liaison between the local school, higher education and the community in which he/she lives and works.</td>
<td>• Understands how the local school and higher education and community work together.</td>
<td>• Does not support the transition between local school, higher education and the community.</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Integrates current theories and best practices with personal theories.</td>
<td>• Seeks out information as needed.</td>
<td>• Does not seek out information.</td>
<td></td>
</tr>
<tr>
<td>• Committed to research theories and solutions to potential problems to develop cognitive capacity in students.</td>
<td>• Meets research expectations on assignments and solutions to current problems.</td>
<td>• Does not find alternative solutions when faced with assignments or problems needing solutions.</td>
<td></td>
</tr>
<tr>
<td>• Recognizes and models professional responsibility to research, investigate, engage and support appropriate professional practice for self and colleagues.</td>
<td>• Generally understands professional responsibility to engage and support professional practice for self and colleagues.</td>
<td>• Does not feel responsible for engaging and/or supporting appropriate professional practice for self and colleagues.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advocates for Excellence and Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Understands multiple perspectives and conveys to learner how knowledge and skills are developed from the advantage point of the learner.</td>
</tr>
<tr>
<td>Target</td>
</tr>
</tbody>
</table>
- Incorporates input from a variety of views, developmental levels, gender, and multicultural backgrounds.
- Develops and demonstrates an appreciation of ethnic and linguistic differences of individuals.
- Implements actions to expose students to their social, cultural, ethical and physical environments.
- Treats and respects everyone regardless of their personal characteristics.
- Expresses and demonstrates positive thoughts and actions concerning differences in individuals.
- Accommodates differences or different views.
- Avoids or refuses opportunities to work in situations of diversity.
- Demonstrates discomfort or reluctance to work with others who are not similar.
- Expresses negative feelings about others based on differences.

### 12. Works to eliminate all barriers to student success and achievement in a supporting environment.

<table>
<thead>
<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remediate changes in performance of others caused by social and emotional pressures.</td>
<td>Demonstrates understanding that social and emotional pressures may cause changes in the performance of others.</td>
<td>Behaves in ways that are detrimental to the social and emotional welfare of others.</td>
</tr>
<tr>
<td>Actively seeks opportunities to ascertain and support the social and emotional needs of others.</td>
<td>Considers the social and emotional needs of others.</td>
<td>Demonstrates inconsistent/no attention to the social and emotional welfare of others.</td>
</tr>
<tr>
<td>Models critical and analytical strategies to motivate students in critical thinking.</td>
<td>Uses motivational strategies.</td>
<td>Does not recognize the need to motivate others.</td>
</tr>
<tr>
<td>Appreciates and values the individual differences of students.</td>
<td>Knows there are differences in students.</td>
<td>Demonstrates biased actions toward specific individuals.</td>
</tr>
<tr>
<td>Attends to issues affecting equity of learning experiences.</td>
<td>Acknowledges there are issues affecting the equity of learning experiences but does not know what to do.</td>
<td></td>
</tr>
</tbody>
</table>

### 13. Values and believes all students can learn.

<table>
<thead>
<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively seeks and applies current, research-based teaching methods which serve students with different developmental stages and backgrounds.</td>
<td>Generally applies effective methods of teaching to students at different developmental stages and backgrounds.</td>
<td>Demonstrates lack of awareness of a need for varied teaching methods to meet different developmental stages and backgrounds.</td>
</tr>
<tr>
<td>Develops and implements instructions that accommodate the different learning styles of students.</td>
<td>Generally implements the different learning styles of students.</td>
<td>Does not recognize or chooses to ignore that students have varied learning styles.</td>
</tr>
<tr>
<td>Develops and applies</td>
<td>Applies effective methods of teaching for students who come from diverse backgrounds.</td>
<td>Seems unaware of effective strategies.</td>
</tr>
</tbody>
</table>
14. Advocates and demonstrates equity, excellence and respect for the individual differences distinguishing students from one another.

<table>
<thead>
<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collaboratively promotes equity and excellence in the classroom, school and school community.</td>
<td>• Respects ideas or beliefs that are different from self.</td>
<td>• Judgmental of others based on differences.</td>
</tr>
<tr>
<td>• Treats individuals with dignity and respect.</td>
<td>• Uses appropriate civility with all.</td>
<td>• Expresses subtle or overt biases about others.</td>
</tr>
<tr>
<td>• Applies standards which reflect cultural/ethnic differences for evaluating student performance.</td>
<td>• Uses reasonable standards for evaluation of all students.</td>
<td>• Evaluates students in ways that demonstrate inconsistency, inequity, bias or prejudice.</td>
</tr>
<tr>
<td>• Supports students who need help by communicating, assessing knowledge, and re-teaching necessary concepts.</td>
<td>• Is open to concerns of individuals regarding bias or equity.</td>
<td>• Non-empathetic for individuals.</td>
</tr>
<tr>
<td>• Values and responds effectively to individuals with unique strengths and weaknesses by employing a variety of instructional skills to meet the needs of all.</td>
<td>• Demonstrates willingness to make adjustments when needed.</td>
<td>• Demonstrates or expresses unwillingness to assist individuals on the basis of personal biases.</td>
</tr>
</tbody>
</table>

15. Models professional knowledge, skills, and dispositions while maintaining high expectations for all students.

<table>
<thead>
<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates understanding of the need to balance academic/personal needs and responsibilities.</td>
<td>• Takes time to meet his or her personal needs.</td>
<td>• Personal life interferes with professional responsibilities.</td>
</tr>
<tr>
<td>• Models dispositions and traits of curiosity, love of learning and respect for all individuals.</td>
<td>• Acknowledges desire to have students who are curious, love learning and are respectful to all.</td>
<td>• Does not acknowledge or model attributes of curiosity, love of learning, or respect.</td>
</tr>
<tr>
<td>• Develops strategies and goals on what can be accomplished in the time available in order to utilize optimum learning time.</td>
<td>• Maintains perspective on what can be accomplished in the time available.</td>
<td>• Complains about the rigors of the academic responsibilities with the time available.</td>
</tr>
</tbody>
</table>
PARK UNIVERSITY

Graduate Programs - School for Education
Evaluation of Dispositions

Graduate Student Name Click here to enter text. ID# Click here. Program Click here. (required)

Evaluator Name Click here to enter text. Date Completed Click here to enter text.

Check One: ☐ Course Instructor ☐ University Supervisor ☐ Cooperating Teacher ☐ Teacher Candidate Self-Evaluation

Course#  Course Name  Semester  Year

Seeking Measurable Dispositions as follows:

<table>
<thead>
<tr>
<th>Conceptual Framework Heading: Effective School Professionals</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complies with professional norms.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Values and implements evidence-based student focused practice.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Values and promotes development of students’ critical thinking, independent problem solving and performance capabilities.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Values formative and summative assessment as essential to the instructional process.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Applies subject matter knowledge and appreciates its complexity and ever-evolving status.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conceptual Framework Heading: Reflective Change Agents</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Continuous reflection and revision on improvement in curriculum, instruction and assessment.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. Practices professional collaboration and consultation.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. Utilizes resources to meet the needs of all learners.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. Communicates and responds appropriately to all members of the learning community.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conceptual Framework Heading: Advocates for Excellence and Equity</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>---</td>
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<tr>
<td>11. Understands multiple perspectives and conveys to learner how knowledge and skills are developed from the advantage point of the learner.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>12. Works to eliminate all barriers to student success and achievement in a supporting environment.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>13. Values and believes all students can learn.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>14. Advocates and demonstrates equity, excellence and respect for diverse talent of all individuals.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>15. Models professional knowledge, skills and dispositions while maintaining high expectations for all students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Steps to Apply -Directed Field Experience-Educational Leadership

TO: Educational Leadership Candidates for Directed Field Experience

FROM: Dr. Jan McKinley, Director Graduate Education Programs

RE: Steps to Apply for Directed Field Experience-Educational Leadership

The Education faculty at Park University is pleased that you have come to the point in your program where you are ready to do your field experience. Your application is for the next year (fall application for the next fall semester; spring application for the next spring semester). The following information should be of help to you in the process of applying for your Directed Field Experience.

1. Be sure that you have been fully admitted to the Graduate Education program. You will have a letter to this effect if you have met this requirement.

2. Be sure that you have maintained a 3.0 overall grade point average.

3. Pick up an application from Jan McKinley (Downtown, Room 919). Fill it out completely and return it to Jan McKinley.

4. You will be asked to list your preference for grade level and school district.

5. You will receive notification of your application approval.

If you have any questions, please contact Jan McKinley (816.559.5626), Director of Graduate Education Programs.
Application for Directed Field Experience  
(ED 634)-Educational Leadership

Date of Application ____________ Projected Administrative Semester _________________

Personal Information:
Name: _________________________________________ Park ID # __________________
Local Address __________________________________ E-Mail _______________________
_________________________________________________________________________ Phone: ____________________________
Permanent Address __________________________________ Phone ______________________
_________________________________________________________________________ Cell: ____________________________

Academic Information: GPA ____________
(Circle One) Elementary Middle School Secondary

Checklist of Requirements to be included with request for Directed Field Experience:
________ Application ______ Two (2) Teaching Disposition Forms
_______ Complete forms on background-screening (Teacher Candidates)

_________________________________________ __________________________
Signature Date
Contact Log ED 634 Directed Field Experience

Student Name: ____________________________________________ Location: ________________________________________________

<table>
<thead>
<tr>
<th>Activity Description (Including Students Role)</th>
<th>Number of Hours</th>
<th>Relevant ISLLC Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: I observed a conference among the principal, teacher, parent and student. I noted the communications style employed by the principal during the conference and conflict resolution techniques.</td>
<td>1</td>
<td>2, 3, 4</td>
</tr>
</tbody>
</table>

Supervisor’s Name: ___________________________ Signature: ___________________________ Date: ___________
Evaluation Form ED 634 Directed Field Experience
(To be used by either the Building Administrator or the Park Supervisor at midterm and end of direct field experience)

Student: _______________________________ Inclusive Dates: _______________________________
Evaluator: _______________________________ School: ______________________________________

To the Cooperating Administrator/Park Supervisor:

The purpose of this form is to permit you the opportunity to provide constructive feedback to the student in regard to the objectives of this practicum.

<table>
<thead>
<tr>
<th>Competency MoSPE Leader Standards</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>Not Observed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Vision, Mission and Goals</td>
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<tr>
<td>Standard Two: Teaching and Learning</td>
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<td></td>
</tr>
<tr>
<td>Competency</td>
<td>Exceeds Expectation</td>
<td>Meets Expectation</td>
<td>Needs Improvement</td>
<td>Not Observed</td>
<td>Comments</td>
</tr>
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<tr>
<td>Standard Three: Management of Organizational Systems</td>
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<td></td>
<td></td>
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<tr>
<td>Standard Four: Collaboration with Families and Stakeholders</td>
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<tr>
<td>Standard Five: Ethics and Integrity</td>
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<tr>
<td>Standard Six: Professional Development</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Onsite Supervisor Comments: ____________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Cooperating Administrator’s Signature or
Park Supervisor’s Signature ____________________ Date ____________________

________________________________________

Student Signature ______________________ Date ____________________

Student Comments: _________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Please return the completed form to:
Jan McKinley
Park University
911 Main St. Suite 300
Kansas City, MO 64105
SFE Educational Leadership Portfolio

Introduction

All leader candidates seeking a master's degree in Educational Leadership are to develop a professional portfolio. While the portfolio will be collected for final evaluation during the final course in the leader candidate’s Master of Education Program the portfolio should be developed over the entire master’s level program.

The artifact-driven SFE Educational Leadership Portfolio allows leader candidates to showcase their best work, or artifacts, completed during their education coursework. These artifacts are chosen by the leader candidate to demonstrate his/her competency of the knowledge and skills associated with the following standards and quality indicators:

- Missouri Leaders Standards for Professional Educators (MoSPE) – 12 quality indicators
- Interstate School Leaders Licensure Consortium Standards (ISLLC)
- NCATE’s Educational Leadership Constituent Council (ELCC) Content Knowledge and Professional Leadership Skills

These quality indicators and standards follow closely together; therefore, artifacts will be justified with the MoSPE quality indicators, although the other standards listed above will be referenced when appropriate.

The number of artifacts included in the leader candidate’s SFE Educational Leadership Portfolio may vary depending upon the artifacts themselves and the justifications provided as to how the artifacts demonstrate one’s knowledge and skills associated with the MoSPE leader quality indicators. One artifact, or key components contained within an artifact, may be used to support the leader candidate’s competency related to multiple MoSPE leader quality indicators. Due to the complexity of many of the MoSPE leader quality indicators, multiple artifacts may be needed to demonstrate competency. Leader candidates are encouraged to select and include complex, rich, robust artifacts to include in their SFE Educational Leadership Portfolio that highlight their best work and can also be aligned to multiple MoSPE leader quality indicators as well as the other standards listed above.

The contents of the SFE Educational Leadership Portfolio consist of two parts. Part A is a self-introductory section in which the leader candidate introduces himself or herself to the SFE Leadership Portfolio Evaluators by providing a leader candidate resume and a current reflection of how one’s philosophy may have evolved throughout the years as an educator and a leader candidate. Part B contains the artifacts themselves and their justifications. These artifact entries are to follow the format outlined in the artifact template (see SFE Artifact Template). The format of the artifact template includes an introduction to the artifact - title and descriptions of the contents and context of the artifact – followed by the leader candidate’s justification(s) for the inclusion of the artifact in his/her SFE Educational Leadership Portfolio. These justifications must provide a convincing argument as to how the artifact – or components included in the artifact – demonstrates competency of the knowledge and skills associated with the specific MoSPE leader quality indicators designed for leader candidates. Thus, the leader candidate’s justifications must address the knowledge and skills inherent in each of the MoSPE leader quality indicators as well as be referenced using the other standards listed above.

Guided by the MoSPE Standards and Quality Indicators for Leader Candidates, and the ELCC and ISLLC standards, the SFE Educational Leadership Portfolio Rubric has been created to establish the criteria upon which the leader candidate’s SFE Educational Leadership Portfolio shall be evaluated and scored.
The SFE Portfolio Rubric criteria are based both on what the leader candidate says – the content – and how they say it – the writing mechanics and skills used to convey the content. When preparing entries for the SFE Educational Leadership Portfolio, leader candidates are encouraged to closely follow the criteria specified in the SFE Educational Leadership Portfolio, so they specifically address the criteria upon which their SFE Portfolio will be approved.

Embedded within the skill of reflection, as it applies to the SFE Educational Leadership Portfolio, is the expectation that individual leader candidates will make and support arguments in favor of their attached artifacts as strong examples of the application of professional leadership skills and content knowledge included in each Quality Indicator. Graduate reflective thinkers will not only explain their artifacts, but will also write persuasively about why each is an appropriate, specific, and outstanding example of each respective Indicator’s skills and knowledge in action. Reflective writings should be critical and honest, and should reveal not only what information the leader candidate has learned, but how it can be applied. Reflective writing considers: achievements, progress with tasks, progress with whole programs, shortcomings, sources of satisfaction, sources of discontent, recent learning, strengths, weaknesses, new opportunities, missed opportunities, difficulties that need managing, need for development, need for support, sources of support, sources of learning, ideas for the future, etc.

**Suggested Portfolio Structure**

**Introductory Section**
- Introduction Letter (What this portfolio will demonstrate/accomplish)
- Resume
- Statement of Professional Goals
- Copy of School Leaders Licensure Assessment
- Other Appropriate Data

**Evidence of Professional Competencies Section**
- Each artifact presented in the portfolio will have a reflective paper accompanying it stating evidence of knowledge, disposition and performance. If one uses the same artifact for multiple standards, it will have a different reflective paper showcasing why the artifact meets expectations of that particular standard.

- Artifacts Section (Evidence of knowledge, disposition, and performance. This will include course projects and activities that you, or a group of which you were a member, completed. Do not include copies of journal articles that you have read, projects that others have completed, listings of things read, etc. You should include copies of work that have been returned by the instructor that contain constructive comments. Note: The portfolio is designed to show growth throughout your program at Park University. It is not intended to be a “show case” portfolio that one might use while seek employment)

Your portfolio will not be returned. As a result, copies of documents/artifacts are acceptable for submission.
Justification of Artifact – Educational Leadership Portfolio

Artifact: ___________________________

(Title of artifact)

Introduction of the Artifact:

Description: Provide a comprehensive, detailed description of the contents of the artifact using well-written prose and following APA guidelines for formatting.

Context: Provide a comprehensive, detailed description of the context of the artifact explaining where and why (i.e., the purpose) the artifact was completed using well-written prose and following APA guidelines for formatting.

Justification(s) of Artifact:

(List specific MoSPE Leader Quality Indicator being addressed including number and description)

Provide a comprehensive argument explaining how the artifact demonstrates competency of a specific MoSPE Leader Quality Indicator (or part of the Indicator) using specific examples from the artifact and supported by professional educational resources. Justification must demonstrate well-written prose and the appropriate use of APA style guidelines.

Note: One artifact may be used to demonstrate competency of more than one MoSPE Leader Quality Indicator. However, there must be a separate justification for each MoSPE Leader Quality Indicator being addressed.

References: Following APA style guidelines, list all references used as in-text citations to support justification(s).
Educational Leadership Portfolio Review Scoring Guide
(To be used with Portfolio Rubric)

Candidate ___________________________   Date: ______________

Number of Artifact Cover Sheets included: __________

A Justification of the Artifact Cover Sheet must be included for each presented artifact. The number of artifacts included in the leader candidate's SFE Educational Leadership Portfolio may vary depending upon the artifacts themselves and the justifications provided as to how the artifacts demonstrate the leader candidate's knowledge and skills associated with the identified MoSPE Leader Quality Indicators. One artifact may be used to support multiple quality indicators; multiple artifacts may be needed to demonstrate competency on one indicator. Leader candidates should be encouraged to select and include complex, rich, robust artifacts that highlight their best work.

As a reference, please review National Council for Accreditation of Teacher Education (NCATE) Educational Leadership Constituent Council (ELCC) Content Knowledge and Professional Leadership Skills. These correlate with the MoSPE Leader Standards.

MoSPE Standard 1: Vision, Mission and Goals - Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

___ Quality Indicator 1.1: Develop and Articulate a Vision

___ Quality Indicator 1.2: Implement and Steward a Vision

(NCATE Educational Leadership Constituent Council Building Level Standard 1)
(ISLLC Standard 1)

MoSPE Standard 2: Teaching and Learning - Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans for staff.

___ Quality Indicator 2.1: Promote Positive School Culture

___ Quality Indicator 2.2: Provide an Effective Instruction Program

___ Quality Indicator 2.3: Design Comprehensive Professional Growth Plans

(NCATE Educational Leadership Constituent Council Building Level Standard 2)
(ISLLC Standard 2)
**MoSPE Standard 3: Management of Organization Systems** - Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

___ **Quality Indicator 3.1:** Manage the Organizational Structure

___ **Quality Indicator 3.2:** Manage Personnel

___ **Quality Indicator 3.3:** Manage Resources

(NCATE Educational Leadership Constituent Council Building Level Standard 3)  
(ISLLC Standard 3)

**MoSPE Standard 4: Collaboration with Families and Communities** - Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

___ **Quality Indicator 4.1:** Collaborate with Families and Other Community Members

___ **Quality Indicator 4.2:** Respond to Community Interests and Needs

___ **Quality Indicator 4.3:** Mobilize Community Resources

(NCATE Educational Leadership Constituent Council Building Level Standard 4)  
(ISLLC Standard 4)

**MoSPE Standard 5: Ethics and Integrity** - Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

___ **Quality Indicator 5.1:** Personal and Professional Responsibility

(NCATE Educational Leadership Constituent Council Building Level Standard 5)  
(ISLLC Standard 5)

**MoSPE Standard 6: Professional Development** - Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

___ **Quality Indicator 6.1:** Increase knowledge and skills based on best practices.

(NCATE Educational Leadership Constituent Council Building Level Standard 2)  
(ISLLC Standard 2)
Educational Leadership Portfolio Scoring Rubric
(To be used with Portfolio Rubric by Evaluator)

PART A: Self-Introduction of Leader Candidate
Part A- Self-Introduction includes the leader candidate’s Resume and Philosophy Statement, both updated and current at the time of portfolio completion.
Review the criteria for “Yes” submission of the resume and philosophy statement. If all bulleted items in the “YES” column are met, then go to Part B, Step 1.
If any item is “NO”, then return to candidate for revision.

PART B: Justification & Artifact Entries
Step 1: Preliminary Review: Review the criteria under Preliminary Review: Justification & Artifact Entries to see if the justification meets the minimum criteria for a complete evaluation. If an item is evaluated as “NO”, then the item is returned to the candidate for revision. If items in the “YES” column are met, then go to Step 2.
Step 2: Evaluation-Justification of the Artifact: Complete an evaluation of the justification of the artifact using the Evaluation Rubric: Justification of the Artifact. Rate the justification as “Target”, “Acceptable”, and “Unacceptable”. The passing ratings are “Target” and “Acceptable”.
Step 3: Evaluate Writing Skills and Use of APA Style: Complete an evaluation of writing skills and use of APA Style using Evaluation of Writing Skills and Use of APA Style by selecting “YES” or “NO” for each. An evaluation rating of “NO” for either area will require the candidate to revise the entry.

<table>
<thead>
<tr>
<th>Standard 1: Vision, Mission, and Goals</th>
<th>Justification of Artifact</th>
<th>Writing Skills</th>
<th>Use of APA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T</td>
<td>A</td>
<td>U</td>
<td>YES</td>
</tr>
<tr>
<td>Q.I. 1.1 Develop and articulate a vision.</td>
<td>The leader candidate understands that a vision of learning must promote success for all students and be based on relevant knowledge and current theories.</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>Q.I. 1.2 Implement and steward a vision.</td>
<td>The leader candidate understands the importance of motivating staff, students and families to</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
</tbody>
</table>
achieve the vision of the school.

### Standard 2: Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans for staff.

| Q.I. 2.1 | Promote positive school culture | The leader candidate understands what school culture is and strategies for promoting excellence and equity for all students. |
| Q.I. 2.2 | Provide an effective instructional program | The leader candidate understands effective instructional and assessment practices and the use of curricular materials that result in meeting the learning needs of all students. |
| Q.I. 2.3 | Design comprehensive professional growth plans | The leader candidate understands the importance of aligned professional growth plans in support of the school improvement plan. |

### Standard 3: Management of Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel and resources in a way that promotes a safe, efficient, and effective learning environment.

| Q.I. 3.1 | Manage the organizational structure | The leader candidate understands appropriate structures, policies and |
procedures in support of a building’s vision, mission and goals.

Q.I. 3.2 Manage personnel
The leader candidate understands the importance of the collaborative process and collective commitment for the attainment of the building’s vision, mission and goals.

Q.I. 3.3 Manage resources
The leader candidate demonstrates understanding that the use of fiscal, human and material allocation must be effective, legal, and equitable and aligned to support teaching and learning.

Standard 4: Collaboration with Families and Stakeholders
Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing the community resources.

| Q.I. 4.1 Collaborate with families and other community members | The leader candidate recognizes the need and importance of bringing together family and community, available resources, research and public information to support and positively affect learning. | Justification of Artifact | Writing Skills of Artifact | Use of APA | TOTAL |
|---|---|---|---|---|
| Q.I. 4.2 Respond to community interests and needs | The leader candidate understands that high visibility and active involvement within the community is necessary to accommodate diverse school and community | | | | |

| T | A | U | YES | NO | YES | NO | Target or Acceptable to pass |
### Standard 5: Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

<table>
<thead>
<tr>
<th>Q.I. 5.1 Personal and professional responsibility</th>
<th>Justification of Artifact</th>
<th>Writing Skills of Artifact</th>
<th>Use of APA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leader candidate demonstrates an understanding that respect for the rights of others with regard to confidentiality and dignity and engaging in honest interactions based upon ethical and legal principles is essential.</td>
<td></td>
<td></td>
<td></td>
<td>Target or Acceptable to pass</td>
</tr>
</tbody>
</table>

### Standard 6: Professional Development

Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development.

<table>
<thead>
<tr>
<th>Q.I. 6.1 Increase knowledge and skills based on best practices.</th>
<th>Justification of Artifact</th>
<th>Writing Skills of Artifact</th>
<th>Use of APA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Target or Acceptable to pass</td>
</tr>
</tbody>
</table>
Note: This form is to be used with the Portfolio Rubric in order to be sure each Quality Indicator has been appropriately discussed to show leader candidate competency.

Candidate ______________________________   Date: ________________

Number of Artifact Cover Sheets included: ___________

A Justification of the Artifact Cover Sheet must be included for each presented artifact. The number of artifacts included in the leader candidate's SFE Educational Leadership Portfolio may vary depending upon the artifacts themselves and the justifications provided as to how the artifacts demonstrate the leader candidate's knowledge and skills associated with the identified MoSPE Leader Quality Indicators. One artifact may be used to support multiple quality indicators; multiple artifacts may be needed to demonstrate competency on one indicator. Leader candidates should be encouraged to select and include complex, rich, robust artifacts that highlight their best work.

As a reference, please review National Council for Accreditation of Teacher Education (NCATE) Educational Leadership Constituent Council (ELCC) Content Knowledge and Professional Leadership Skills. These correlate with the MoSPE Leader Standards.

MoSPE Standard 1: Vision, Mission and Goals - Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

___ Quality Indicator 1.1: Develop and Articulate a Vision

___ Quality Indicator 1.2: Implement and Steward a Vision

(NCATE Educational Leadership Constituent Council Building Level Standard 1)
(ISLLC Standard 1)

MoSPE Standard 2: Teaching and Learning - Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans for staff.

___ Quality Indicator 2.1: Promote Positive School Culture

___ Quality Indicator 2.2: Provide an Effective Instruction Program

___ Quality Indicator 2.3: Design Comprehensive Professional Growth Plans

(NCATE Educational Leadership Constituent Council Building Level Standard 2)
MoSPE Standard 3: Management of Organization Systems - Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

___ Quality Indicator 3.1: Manage the Organizational Structure

___ Quality Indicator 3.2: Manage Personnel

___ Quality Indicator 3.3: Manage Resources

(NCATE Educational Leadership Constituent Council Building Level Standard 3)
(ISLLC Standard 3)

MoSPE Standard 4: Collaboration with Families and Communities - Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

___ Quality Indicator 4.1: Collaborate with Families and Other Community Members

___ Quality Indicator 4.2: Respond to Community Interests and Needs

___ Quality Indicator 4.3: Mobilize Community Resources

(NCATE Educational Leadership Constituent Council Building Level Standard 4)
(ISLLC Standard 4)

MoSPE Standard 5: Ethics and Integrity - Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

___ Quality Indicator 5.1: Personal and Professional Responsibility

(NCATE Educational Leadership Constituent Council Building Level Standard 5)
(ISLLC Standard 5)

MoSPE Standard 6: Professional Development – Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

___ Quality Indicator 6.1: Professional Development

(NCATE Educational Leadership Constituent Council Building Level Standard 2)
(ISLLC Standard 5 and 6)
Memorandum

To: Jody Manchion, Registrar
From: Jan McKinley, Director of Graduate Education Programs

Re: Portfolio Final Approval Form

Name ________________________________________ ID # ______________________
Semester: ____________________________Year: ____________

This is official notification that the above named student has successfully completed the graduate portfolio for the Master of Education in Educational Leadership program as verified by two members of the education faculty.

________________________________________ _______________________
Faculty Signature Date

_______________________________________ _______________________
Faculty Signature Date

Copy to: Student
Background Check School for Education All Teacher Candidates
Background Check Requirements and Information

Requirements for Missouri Residents

Background checks are required for admission to the School for Education and are renewed annually when continuously enrolled in courses that require field experiences.

1) Missouri Highway Patrol and FBI Criminal History fingerprint based search
   a. Please contact Melanie Kinney in the School for Education office to complete a Waiver and Agreement Statement and receive your fingerprinting packet. The fee for the fingerprinting process is $44.80.

2) Child Abuse or Neglect Screening
   a. Please contact the School for Education office to complete paperwork. There is no fee for this screening.

Requirements for Non-Missouri Residents

Background checks are required for admission to the School for Education and are renewed annually when continuously enrolled in courses that require field experiences.

1) FBI Criminal History Fingerprint search
   a. Please contact Melanie Kinney in the School for Education office to receive instructions on how to obtain this background check. The fee for the background check is $18.00 plus any fee charged by your local law enforcement agency for fingerprinting.

2) Home State of Record required background check
   a. Please contact Melanie Kinney in the School for Education office for instructions regarding your specific state.
**Introduction:** The Missouri Leader Standards convey the expectations of performance for professional leaders in Missouri. The standards are based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards which emphasize the leader as a competent manager and instructional leader who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students. Thus these standards recognize that leaders continuously develop knowledge and skills. Therefore the Missouri Leader Standards employ a developmental sequence to define a professional continuum that illustrates how a leader's knowledge and skills mature and strengthen throughout their career. Professionals in school leadership positions are expected to exercise good professional judgment and to use these standards to inform and improve their own practice.

**Purpose of the School for Education Portfolio:** The purpose of the SFE Portfolio is to showcase the leader candidate's best work, or work products, completed during his/her education coursework. The work products selected must demonstrate the leader candidate's competency of the knowledge and skills associated with each of the 12 MoSPE quality indicators for leader candidates.

---

### MoSPE Leader Standards and Their Accompanying Quality Indicators

<table>
<thead>
<tr>
<th><strong>Standard 1: Vision, Mission, and Goals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Q.I. 1.1</strong> Develop and articulate a vision.</td>
</tr>
<tr>
<td><strong>Q.I. 1.2</strong> Implement and steward a vision.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Standard 2: Teaching and Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Q.I. 2.1</strong> Promote positive school culture</td>
</tr>
<tr>
<td><strong>Q.I. 2.2</strong> Provide an effective instructional program</td>
</tr>
<tr>
<td><strong>Q.I. 2.3</strong> Design comprehensive professional growth plans</td>
</tr>
</tbody>
</table>
### Standard 3: Management of Organizational Systems
Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel and resources in a way that promotes a safe, efficient, and effective learning environment.

<table>
<thead>
<tr>
<th>Q.I. 3.1</th>
<th>Manage the organizational structure</th>
<th>The leader candidate understands appropriate structures, policies and procedures in support of a building’s vision, mission and goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q.I. 3.2</td>
<td>Manage personnel</td>
<td>The leader candidate understands the importance of the collaborative process and collective commitment for the attainment of the building’s vision, mission and goals.</td>
</tr>
<tr>
<td>Q.I. 3.3</td>
<td>Manage resources</td>
<td>The leader candidate demonstrates understanding that the use of fiscal, human and material allocation must be effective, legal, and equitable and aligned to support teaching and learning.</td>
</tr>
</tbody>
</table>

### Standard 4: Collaboration with Families and Stakeholders
Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing the community resources.

<table>
<thead>
<tr>
<th>Q.I. 4.1</th>
<th>Collaborate with families and other community members</th>
<th>The leader candidate recognizes the need and importance of bringing together family and community, available resources, research and public information to support and positively affect learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q.I. 4.2</td>
<td>Respond to community interests and needs</td>
<td>The leader candidate understands that high visibility and active involvement within the community is necessary to accommodate diverse school and community conditions.</td>
</tr>
<tr>
<td>Q.I. 4.3</td>
<td>Mobilize community resources</td>
<td>The leader candidate understands the use of community resources is necessary to support achievement, solve school problems, and achieve school goals.</td>
</tr>
</tbody>
</table>

### Standard 5: Ethics and Integrity
Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

| Q.I. 5.1 | Personal and professional responsibility | The leader candidate demonstrates an understanding that respect for the rights of others with regard to confidentiality and dignity and engaging in honest interactions based upon ethical and legal principles is essential. |

### Standard 6: Professional Development
Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

| Q.I. 6.1 | Professional development | The leader candidate demonstrates an understanding that increasing one’s own knowledge and skills based on best practices is essential for continued growth. |
Standard 1 - An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:
A. Collaboratively develop and implement a shared vision and mission
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

Standard 2 - An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

Standard 3 - An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:
A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4 - An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
Functions:
A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationships with community partners

Standard 5 - An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:
A. Ensure a system of accountability for every student’s academic and social success
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
C. Safeguard the values of democracy, equity, and diversity
D. Consider and evaluate the potential moral and legal consequences of decision-making
E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6 - An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:
A. Advocate for children, families, and caregivers
B. Act to influence local, district, state, and national decisions affecting student learning
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies
Educational Leadership Standards
MoSPE Leader Standards & Quality Indicators
CAEP* Educational Leadership Constituent Council (ELCC) Knowledge and Skills

*Note: The National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) will be consolidating and forming a new body: The Council for the Accreditation of Educator Preparation (CAEP) within two years.

MoSPE Standard #1 Vision, Mission, and Goals
Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Quality Indicator 1: Develop and Articulate a Vision
Quality Indicator 2: Implement and Steward a Vision

ELCC Building Level Leadership Standard 1.0
A building level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

Content Knowledge
Programs provide evidence of candidate knowledge of:

- collaborative school visioning;
- theories relevant to building, articulating, implementing, and stewarding a school vision;
- methods for involving school stakeholders in the visioning process.
- The design and use of assessment data for learning; organizational effectiveness and learning strategies;
- tactical and strategic program planning;
- implementation and evaluation of school improvement processes;
- variables that affect student achievement.
- continual and sustained improvement models and processes;
- school change processes for continual and sustainable improvement; role of professional learning in continual and sustainable school improvement
- design a comprehensive, building-level professional development program.
- effective strategies for monitoring the implementation, revision of plans to achieve school improvement goals, and program evaluation models.

Professional Leadership Skills
Programs provide evidence that candidates demonstrate skills required to

- design and support a collaborative process for developing and implementing a school vision;
- articulate a school vision of learning characterized by a respect for students and their families and community partnerships;
• develop a comprehensive plan for communicating the school vision to appropriate school constituencies;
• formulate plans to steward school vision statements.
• develop and use evidence-centered research strategies and strategic planning processes;
• create school-based strategic and tactical goals;
• collaboratively develop implementation plans to achieve those goals;
• develop a school improvement plan that aligns to district improvement plans.
• Identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement
• Design a transformational change plan at the school building level
• develop a school plan to monitor program development and implementation of school goals
• construct an evaluation process to assess the effectiveness of school plans and programs
• interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders

MoSPE Standard #2 Teaching and Learning
Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans for staff.

  Quality Indicator 1: Promote Positive School Culture
  Quality Indicator 2: Provide an Effective Instructional Program
  Quality Indicator 3: Design Comprehensive Professional Growth Plans

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing a supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

Content Knowledge
Programs provide evidence of candidate knowledge of
• theories on human development behavior, personalized learning environment, and motivation;
• school culture and ways it can be influenced to ensure student success.
• curriculum development and instructional delivery theories;
• high-quality professional development for school staff and leaders;
• instructional leadership practices;
• leadership theory, change processes, and evaluation;
• standards for high-quality teacher, principal, and district practice.
• technology and its uses for instruction within the school;
• infrastructures for the ongoing support, review, and planning of instructional technology
Professional Leadership Skills
Programs provide evidence that candidates demonstrate skills required to
- collaborate with others to accomplish school improvement goals;
- incorporate cultural competence in development of programs, curriculum, and instructional practices;
- monitor school programs and activities to ensure personalized learning opportunities;
- recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices;
- facilitate the use of appropriate content-based learning materials and learning strategies;
- promote trust, equity, fairness, and respect among students, parents, and school staff.
- collaborate with faculty to plan,
- measures of teacher performance;
- multiple methods of evaluation, accountability systems, data collection, and analysis of evidence;
- school technology and information systems to support and monitor student learning.
- implement, and evaluate a coordinated, aligned, and articulated curriculum;
- use evidence-centered research in making curricular and instructional decisions;
- interpret information and communicate progress toward achievement;
- design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.
- work collaboratively with school staff to improve teaching and learning;
- design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction;
- design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.
- use technologies for improved classroom instruction, student achievement and continuous school improvement.
- monitor instructional practices within the school and provide assistance to teachers;
- use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting.

MoSPE Standard #3 Management of Organizational Systems
Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- Quality Indicator 1: Manage the Organizational Structure
- Quality Indicator 2: Manage Personnel
- Quality Indicator 3: Manage Resources

ELCC Building Level Leadership Standard 3.0
A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school.
environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

**Content Knowledge**

Programs provide evidence of candidate knowledge of

- school management of organizational, operational, and legal resources;
- school management of marketing and public relations functions.
- methods and procedures for managing school resources, including the strategic management of human capital, school operations, and school facilities;
- alignment of resources to building priorities and forecasting resource requirements for the school;
- technology and management systems.
- school strategies supporting safe and secure learning environments including prevention, crisis management, and public relations;
- school strategies supporting student development of self-management, civic literacy, and positive leadership skills;
- school-based discipline management policies and plans.
- the meaning of distributed leadership in a school environment and how to create and sustain it.
- supervision strategies that ensure that teachers maximize time spent on high-quality instruction and student learning;
- management theories on effective school time, priorities and schedules.
- analyze school processes and operations
- to identify and prioritize strategic and tactical challenges for the school;
- develop school operational policies and procedures;
- develop plans to implement and manage long-range plans for the school.

**Professional Skills**

Programs provide evidence that candidates demonstrate skills required to

- develop multi-year fiscal plans and annual budgets aligned to the school’s priorities and goals;
- analyze a school’s budget and financial status;
- develop facility and space utilization plans for a school;
- project long-term resource needs of a school;
- use technology to manage school operational systems.
- develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment;
- plan an aligned building discipline management policies and plan;
- evaluate and implement discipline management plans.
- identify leadership capabilities of staff;
- model distributed leadership skills;
- involve school staff in decision making processes.
- develop school policies that protect time and schedules to maximize teacher instructional time and student learning;
- develop a school master schedule.
MoSPE Standard #4 Collaboration with Families and Community

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Quality Indicator 1: Collaborate with Families and Other Community Members
Quality Indicator 2: Respond to Community Interests and Needs
Quality Indicator 3: Mobilize Community Resources

ELCC Building Level Leadership Standard 4.0

A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

Content Knowledge

Programs provide evidence of candidate knowledge of

- collaboration and communication techniques to improve the school’s educational environment;
- information pertinent to the school’s educational environment.
- identify and mobilize effective community resources;
- school-based cultural competence;
- diverse cultural, social, and intellectual community resources.
- the needs of students, parents or caregivers
- school organizational culture that promotes open communication with families and caregivers
- school strategies for effective oral and written communication with families and caregivers
- approaches to collaboration with families and caregivers
- the needs of school community partners;
- school organizational culture that promotes open communication with community partners;
- school strategies for effective oral and written communication with community partners;
- collaboration methods to develop and sustain productive relationships with community partners.

Professional Leadership Skills

Programs provide evidence that candidates demonstrate skills required to

- use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information;
- communicate information about the school within the community.
- identify and use diverse community resources to improve school programs.
- conduct needs assessments of families caregivers;
- develop collaboration strategies for effective relationships with families and caregivers
• involve families and caregivers in the decision-making processes at the school.
• conduct needs assessment of community partners;
• develop effective relationships with a variety of community partners;
• involve community partners in the decision-making processes at the school;

**MoSPE Standard #5 Ethics and Integrity**

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

**Quality Indicator 1: Personal and Professional Responsibility**

**ELCC Building Level Leadership Standard 5.0**

A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

**Content Knowledge**

Programs provide evidence of candidate knowledge of

- practices demonstrating principles of integrity and fairness;
- federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity and social justice.
- the basic principles of ethical behavior established by legal and professional organizations;
- the relationship between ethical behavior, school culture, and student achievement;
- the effect of ethical behavior on one’s own leadership.
- democratic values, equity, and diversity.
- moral and legal consequences of decision making in schools;
- strategies to prevent difficulties related to moral and legal issues.
- the relationship between social justice, school culture, and student achievement;
- theories of efficacy.

**Professional Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to

- act with integrity and fairness in supporting school policies and staff practices that ensure every students’ academic and social success;
- create an infrastructure that helps to monitor and ensure equitable practices.
- formulate a school-level leadership platform grounded in ethical standards and practices;
- analyze leadership decisions in terms of established ethical practices.
- develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues;
- develop appropriate communication skills to advocate for democracy, equity, and diversity.
- formulate sound school strategies to educational dilemmas;
- evaluate school strategies to prevent difficulties related to moral and legal issues.
- review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school;
- develop the resiliency to uphold core values and persist in the face of adversity.

**MoSPE Standard #6 Professional Development**

Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

Quality Indicator 1: Increase knowledge and skills on best practices.

**ELCC Building Level Leadership Standard 6.0**

A building-level education leader applies knowledge and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

**Content Knowledge**

Programs provide evidence of candidate knowledge of
- policies, laws and regulations enacted by state, local and federal authorities that affect schools
- the effect that poverty, disadvantages, and resources have on families, caregivers, communities, students and learning
- the larger political, social, economic, legal and cultural context
- ways that power and political skills can influence local, state or federal decisions
- future issues and trends that can affect schools (e.g., entrepreneurial approaches)
- contemporary and emerging leadership strategies to address trends

**Professional Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:
- analyze how law and policy is applied consistently, fairly and ethically within the school
- advocate based on an analysis of the complex causes of poverty and other disadvantages
- serve as a respectful spokesperson for students and families within the school
- advocate for school policies and programs that promote equitable learning opportunities and student success
- communicate policies, laws, regulations, and procedures to appropriate school stakeholders
- identify and anticipate emerging trends and issues likely to affect the school
- adapt leadership strategies and practice to address emerging school issues

**ELCC Building Level Leadership Standard 7.0**

A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified on-site mentor.
Surveys (see following pages)

Alumni Survey

End of Program Survey – Educational Leadership

Post Graduate Survey – Educational Leadership

Survey Graduate Programs in Education
I. General Information
   This section is optional, although we do like to keep in touch with you and would appreciate the information.

   Name ______________________________________ Year of graduation__________

   Present home address___________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   Home phone:_________________________e-mail____________________________
   Work phone:______________________________Fax__________________________

II. University Degree Program
   _____Master of Education
   _____Master of Education in Special Education
   _____Master of Education in Early Childhood
   _____Master in Educational Leadership *
   _____Master of Education Adult Education Emphasis

   *Have you taken the School Leaders Licensure Assessment?  ___yes ___no

   If so, would you please indicate your score ______

III. Employment
   List your employment since graduation. Please include names and addresses of all employers and indicate why you left each job.

<table>
<thead>
<tr>
<th>EMPLOYER</th>
<th>ADDRESS</th>
<th>DATE</th>
<th>REASON FOR LEAVING</th>
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<tbody>
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End of Program Survey – Educational Leadership
Park University

The following survey is intended to be anonymous. Please complete and return in the self-addressed, stamped, envelop. Your cooperation will assist the University in making the necessary changes to improve its Educational Administration Program. Thank you for your cooperation.

Date Survey Completed: __________________ Date Graduating: (Month/Year) __________________

Emphasis Area (Circle all that Apply) Elementary / Middle / Secondary / Special Education Administrator (Please check the appropriate box below)

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.

The graduate education I received at Park University prepared me to:

<table>
<thead>
<tr>
<th>The graduate education I received at Park University prepared me to:</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use research about best professional practice. (1.3.1.1)</td>
<td></td>
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</tr>
<tr>
<td>2. Recognize the uniqueness and educability of each learner in a pluralistic society. (1.3.1.2)</td>
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<tr>
<td>3. Plan for continuous, comprehensive, systematic school improvement. (1.3.1.3)</td>
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<td>36. Demonstrate genuine responsibility for leading, facilitating, and making decisions.</td>
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<td>37. Apply knowledge and skills articulated by the preceding standards.</td>
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<td>38. Experience activities in multiple settings that allowed for the demonstration of a wide range of relevant skills and knowledge.</td>
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<td>39. Participate in activities that were cooperatively planned by me, the site supervisor, and the University.</td>
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Student Support Services

Appropriate support, guidance, and services were provided by the following individuals and/or area:

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<td>40. Accounting (Fee statements and account management)</td>
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<td>41. Bookstore (Availability of textbooks)</td>
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<td>42. Computer Services (Technology available when needed)</td>
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<td>43. Course Availability (Courses offered with desired frequency)</td>
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<td>44. Financial Aid (Available information and support)</td>
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<td>45. Library Resources (Availability of appropriate resources)</td>
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Please attach a sheet for any additional comments you would care to make. Thank you. Your assistance is very much appreciated.
Post Graduate Survey – Educational Leadership

The following survey is intended to be anonymous. Please complete this form and return in the self-addressed, stamped, envelop. Your cooperation will assist the University in making the necessary changes to improve its preparation program for educational leadership. Thank you for your cooperation.

Date Survey Completed: ___________ Date Graduating: (Month/Year) __________________
Current Position (Circle One): Classroom Teacher / Assistant Principal, Principal / Special Education Director / Central Office / Other

Emphasis Area (Circle all that Apply) Elementary / Middle / Secondary / Special Education Administrator

(Please check the appropriate box below)

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.

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<td>2. Recognize the uniqueness and educability of each learner in a pluralistic society. (1.3.1.2)</td>
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<td>3. Plan for continuous, comprehensive, systematic school improvement. (1.3.1.3)</td>
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<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. Lead, facilitate, collaborate, and make decisions.</td>
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<td>37. Implement the performance skills identified in the preceding standards (1-6).</td>
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<td>38. Internalize the disposition identified in the preceding standards (1-6).</td>
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<td>39. Succeed as a school leader.</td>
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</tbody>
</table>

Additional Comments:

Thank you. Your assistance is very much appreciated.
Survey Graduate Programs in Education
PARK UNIVERSITY

1. Give your opinion of your graduate education program at Park.

2. The best thing about Park’s graduate education program is:

3. What was the least thing you liked about Park’s graduate program?

4. How did the graduate education faculty help or inspire you?

You have my permission to use any of the above quotes for recruiting purposes.

________________________________________  ____________________________
Signature                                      Date