

Northern Kentucky University

Name of Program: Principal

Certification Level:

Other School Professionals: Specialist; Certification Only

Program Codes:

KP1, RANK 1 (51, 322), KP1 (1856, 1859), KP2, RANK 1 (2620, 3109), KP2 (2667, 3110)

Modes of Delivery: Online

**2018-2019 Catalog URL: [http://nku.catalog.acalog.com/preview_program.php?
catoid=12&poid=1793&returnto=1216](http://nku.catalog.acalog.com/preview_program.php?catoid=12&poid=1793&returnto=1216)**

NKU Principal Narrative

The NKU Educational Leadership Faculty uses the curriculum contract and NKU Graduate Catalog as the primary method to communicate program details with each student and candidate. Please see our attached curriculum contract and link to the NKU Graduate Catalog

Admission criteria for this program includes:

- A master's degree from a regionally accredited institution with a minimum GPA of 3.5
- Valid teaching certificate and three (3) years of documented teaching experience in a public school or a nonpublic school which meets state performance standards as established in KRS 156.160.
- Three recommendations attesting to the candidate's leadership skills including one from the candidate's principal; the other two letters can be from an assistant principal, academic coach, department head, grade level leader, mentor or university professor.
- A professional folio presented in an innovative and attractive manner including at least three documents that demonstrate successful teaching, and at least three artifacts that support successful leadership activities. In addition to these artifacts, each candidate will include a written statement attesting to her/his skills and understanding of a) ability to improve student achievement, b) leadership, c) advanced knowledge of curriculum, instruction, and assessment.
- An interview with NKU faculty and members of the Advisory Council.
- An on-demand writing assessment in response to a case study.
- A signed statement of support (memorandum of agreement) from the candidate's superintendent or designee pledging high quality field experiences including opportunities to participate in school leadership activities. School Districts will make this possible with efforts to:
 - a. Provide personnel to assist in the co-design and co-delivery of courses and related course activities;
 - b. Provide personnel to mentor and coach candidates;
 - c. Provide personnel to serve on a review panel for the candidates' capstone projects;
 - d. Allow candidates access to aggregated school and district information and data;
 - e. Allow candidates to observe school and district leadership; and,
 - f. Allow candidates to participate in school and district leadership activities

Joint Screening of Candidates

Superintendents, principals, and members of the Advisory Council are invited to nominate potential candidates for the ESEL program. Additionally, NKU faculty meet with the Northern Kentucky Cooperative for Educational Services, the Northern Kentucky Association of School Administrators, the Northern Kentucky Association of Secondary School Principals, and the Northern Kentucky Association of Elementary School Principals to ask them to nominate potential candidates. NKU faculty meet with all candidates to explain the application process, timelines and set up interviews. The program coordinator and support personnel assist applicants throughout the application process. A committee consisting of members of the Advisory Council and NKU faculty review the application materials, interview select candidates, and score all materials. All members of the committee are trained with the scoring rubrics so that each candidate is treated fairly and equitably. Final recommendations for admission is determined by this committee.

Joint Identification of Potential Program Leaders and Mentors

After candidates are admitted, NKU faculty meet with district administrators and the Advisory Council to identify a mentor for each candidate. Mentors provide ongoing support and supervision to the candidates as they progress through the program and capstone experience. The mentors also provide opportunities to the candidates to observe, participate, and lead in additional school based experiences.

In addition to mentors, the NKU faculty and the Advisory Council identify potential program leaders for the ESEL (Educational Specialist in Educational Leadership) program. This identification process occurs during the first semester candidates begin the program. During the first semester, candidates collaborate with their mentors to decide on topics for their capstone projects. NKU faculty take these topics to the Advisory Council where they create a list of school district “experts” who may serve as program leaders and consultants to candidates throughout the capstone project. In addition to serving as consultants for individual students, these program leaders may also teach the field experience classes, serve as guest speakers, and serve on capstone committees. With close supervision from mentors and NKU faculty, and access to local “experts” to consult with capstone projects, candidates encounter a strong and unified support network of educational leaders throughout the program. It is hoped that this network will continue to serve candidates well beyond their time in the ESEL program.

Co-design and Co-delivery of Courses

In January 2010, NKU faculty contacted superintendents in the Northern Kentucky Cooperative of Educational Services to request administrators to become members of the NKU Advisory Council. As a result of these efforts, there are now thirty members including five superintendents, three deputy/assistant superintendents, four other central office specialists, eleven principals, five assistant principals, and two NKU faculty. This group has worked together on a monthly basis over the past four years to design admission criteria, folio requirements, interview questions, and a comprehensive scoring rubric to assess program applicants. The Advisory Council has also helped co-design the courses and relevant field experiences to ensure district needs will be met. Five of the three-hour classes, for example, have related one hour field experiences which will be coordinated by district administrators. These administrators work with the candidates and the schools to ensure that the field experiences are rigorous and relevant to district needs.

Level I

EDA 704 Education Leader as Culture Builder: Roles and Responsibilities in a PLC	3 hours
EDA 705 Education Leader as Culture Builder: Fieldwork	1 hour
EDA 706 Education Leader: Designing Curriculum	3 hours
EDA 707 Education Leader: Fieldwork	1 hour
EDA 708 Education Leader as Assessor: Data Informed Decision Making	3 hours
EDA 709 Education Leader as Assessor: Fieldwork	1 hour
EDA 711 Education Leader as Supervisor: Building Teacher Capacity	3 hours
EDA 712 Education Leader as Supervisor: Fieldwork	1 hour
EDA 713 Education Leader as Manager: School Improvement Plans	3 hours
EDA 714 Education Leader as Manager: Fieldwork	1 hour
EDA 715 Education Leader as Facilitator: Leveraging Community Systems and Resources	3 hours
EDA 716 Education Leader as Ethical Leader: Legal Perspectives through Case Studies	3 hours
EDA 791 Education Leader as Researcher: Designing Action Research	2 hours
EDA 792 Education Leader as Researcher: Theory to Practice	2 hours

Level II – two of the following courses

EDA 717 Education Leader as Practitioner	3 hours
EDA 718 Education Leader as Practitioner	3 hours
EDA 719 School Finance and Budgeting	3 hours

Protocol for Screening Applicants to Ensure High Quality Candidates

The ESEL program is introduced to area districts through face to face information sessions led by NKU faculty and Advisory Council members. Additionally, NKU faculty attend professional organizations for Northern Kentucky administrators (NKASA, NKAESP, NKASSP and NKCES) to introduce current administrators to the program strengths and advantages to their districts. They also work with districts to announce time lines and requirements for potential candidates. These candidates are invited to review the requirements for admission.

The requirements of the Master's degree and three years teaching experience ensure the candidates have the appropriate experience needed to enter the ESEL program. A professional folio presented in an innovative and attractive manner including at least three documents that demonstrate successful teaching, and at least three artifacts that support successful leadership activities provide evidence that the candidate has been a successful teacher and leader. In addition to these artifacts, candidates include a written statement attesting to their skills and understanding of a) ability to improve student achievement, b) leadership, and c) advanced knowledge of curriculum, instruction, and assessment. Finally, an interview and written case study scored by the panel of Advisory Council

members and NKU faculty will also provide evidence that the candidate has the knowledge, skills, and dispositions required in this program.

How the Program Meets the Identified Leadership Needs of the District

In addition to co-design and co-delivery of courses and field experiences, NKU faculty and the Advisory Council have made a commitment that the program continues to meet the identified leadership needs of the district. For example, the Advisory Council generated a list of leadership needs/topics that they believe our candidates will need to know and understand once they become principals. These topics are incorporated into course work and field experiences. Finally, the Advisory Council has co-designed the capstone requirements including suggested topics for research that would be valuable to district initiatives. The Advisory Council will continue to meet on a regular basis to provide ongoing input and support along with co-delivery of the program to ensure the program is meeting the identified leadership needs of the districts.

The College of Education and Human Services at NKU has an excellent record of collaboration with many programs across the university. All of our program directors, for example, serve on the NKU Graduate Council which meets monthly to discuss the approval of new programs and program changes. The Graduate Council serves as the official university body to coordinate and oversee all policies, procedures, curricula, and regulations for all graduate programs. Because of these alliances, the ESEL faculty members naturally collaborate with various academic disciplines in order to supplement the content knowledge and skills of our candidates. There are numerous classes and faculty expertise available within other programs that could address issues identified by our Advisory Council and our program faculty. The subject matter of these classes is an integral part of our Level II workshops to assist aspiring principals. Possible topics include:

Work Environments (Psychology Department)

Administrative Ethics (Public Administration)

Professional Responsibility (Law)

Teams and Conflict Management (Executive Leadership In Organizational Change ELOC)

Creating High Performing Organizations (ELOC)

Integrating Organizational Change and Leadership (ELOC)

Counseling and Crisis Intervention (Counseling)

Persuasion (Communication)

Public Relations (Communication & Businesses)

Relationships (Business)

Mediation and Conflict Resolution (Management)

Behavior Modification (Psychology)

Motivation (Psychology)

Some of these topics are used in classes for Level I P-12 principal certification while others are used in the workshops for the Level II certification classes. Furthermore, some of the experts who teach these classes are invited to attend the Capstone presentations to provide input to help the candidates.

Enhance coursework throughout the program

In addition to their work in co-designing courses, the Advisory Council has also helped co-design relevant field experiences that enhance coursework and meet district needs. Five of the three-hour classes have related one-hour field experiences. NKU uses district administrators to coordinate these one-hour classes. The Advisory Council has also created a list of topics to be covered in classes that our candidates will need to know and understand once they become principals. These topics are incorporated into courses, field experiences, and the capstone projects.

Ensure a continuum of school-based experience that range from observing, to participating, to leading

Candidates in ESEL program participate in a variety of school based experiences that range from observing, to participating, to leading. For example, candidates in EDA 706 (Principal as Educational Leader: Designing Curriculum) focus on increasing student learning through effective leadership strategies. They observe their mentor principals, actively participate by collecting and analyzing authentic student work, and lead staff by using current research and best practices to develop intervention plans. This continuum of school based experiences is evident throughout the program.

Expose candidates to diverse student populations and school environments

Throughout coursework and field experiences, candidates in the ESEL program are exposed to diverse student populations and school environments through various opportunities to observe, participate, and lead (see School Leadership Diversity Assignments below). This program provides candidates opportunities to gain the knowledge, skills, and dispositions necessary to lead in today’s most challenging and diverse schools. Candidates collect, compare, compile, and analyze information and develop their abilities to expand their ideas and clearly articulate a commitment to diversity. Candidates also examine and conduct a data analysis of subgroups, including race, ethnicity, gender, socio-economic status, special education and English Language Learners and plan strategies for improving academic achievement. Candidates observe and participate in Admissions and Release Committee Meetings (ARC) and they observe gifted and talented students to assess their needs for continuous improvement. Exposure to diverse student populations and school environments experiences throughout the program help the candidates gain the knowledge, skills, and dispositions needed to work effectively with students from diverse racial, ethnic, and socioeconomic groups.

School Leadership Diversity Assignments

Course	Assignment	Opportunities to observe (O), participate (P), or lead (L)
EDA 704 & EDA 705	Review a perception survey and define diverse groups in P-12 settings.	O, P
EDA 706 & EDA 707	Develop a curriculum leadership improvement plan based on data and observations of student groups based on race, gender,	O, P, L

	special education, gifted/talented, and ELL.	
EDA 708 & EDA 709	Candidates perform an achievement equity audit in their schools. Accordingly, they analyze data according to subgroups (gender, race, disabled status, LEP, and gifted status) and then reflect on any differences and describe possible explanations. After the audit has been conducted, they will write a focused plan of action to improve student performance in the identified areas, including how they will lead the charge as a principal in bringing about needed change.	O, P
EDA 711 & EDA 712	Candidates learn about diverse professional development models, plan activities for their school personnel, and engage members of the school community as the lead learner. Additionally, candidates are required to conduct field experiences in diverse schools which includes shadowing, observing, and participating. These experiences help the candidates receive the knowledge, skills, and dispositions needed to work effectively with students from diverse racial, ethnic, and socioeconomic groups.	O, P, L
EDA 713 & EDA 714	Candidates convene a team of stakeholders attentive to diversity and expertise, identify problems/issues within their school, and prioritize the findings for school improvement planning.	O, P, L
EDA 715	Candidates identify opportunities and barriers in the school community to supporting school improvement. As a part of this planning, candidates prepare key findings and establish a protocol for selecting and engaging relevant and diverse family and community partners.	O, P, L
EDA 716	Candidates analyze school law cases relating to diversity (such as Brown vs. Board of Education). Candidates engage in simulated ARC meetings.	O

Advocate, nurture, and sustain a school culture that promotes high levels of learning

The NKU faculty has worked with the Advisory Council to co-design the courses that have rigorous formative and summative evaluations. Based on district needs and anchor assessments, our syllabi include various assessments of our candidates' knowledge, skills and dispositions. The following anchor assessments address our candidates' ability to advocate, nurture, and sustain a school culture that promotes high levels of learning:

- Anchor Assessment #1: Curriculum Leadership Improvement Plan and Project
- Anchor Assessment #2: Assessing the Instructional Program and Monitoring Student Performance
- Anchor Assessment #4: Building Culture and Community

Data from individual candidate submissions is monitored and analyzed as part of the continuous assessment of candidates and program quality. Details of the ongoing program evaluation and transition points is discussed in the next section.

Manage a school for efficiency, accountability, and safety

Additionally, the following anchor assessments address our candidates' ability to manage a school for efficiency, accountability, and safety:

- Anchor Assessment #3: Securing and Developing Staff
- Anchor Assessment #5: Creating Organizational Structures and Operations
- Anchor Assessment #6: Leveraging Community Systems and Resources

In addition to the formative assessments listed in the syllabi, the summative anchor assessments, and the capstone project, our program also addresses our candidates' dispositions in order to help them understand the human and dispositional elements that allow P-12 principals to foster higher levels of performance. In the first semester, candidates complete the Individual Leadership Self-Assessment (ILSA). Their school mentor and ten critical friends also complete the checklist. From this data, each candidate creates an action plan that includes professional and personal goals (see EDA 704 syllabus for details). This process is completed again during the final semester of the program as we collaborate with candidates in assessing their progress and planning for their future leadership roles.

Continuous Assessment Plan with the Unit Assessment System

The ESEL program uses a continuous assessment plan designed to assess candidate proficiencies and program effectiveness. Continuous assessment of candidates involves a developmental approach to leadership preparation in which candidates are expected to progress toward mastery of standards as they practice and gain competence with increasingly complex professional tasks. The graduate faculty use candidate data collected at key transition points in the program to measure the progress of individual candidates throughout the program and then use aggregated candidate data in the process of determining the effectiveness of the program. Selected data items collected on candidate proficiency and program effectiveness in the ESEL program is also fed into the overall unit assessment system. The analysis of candidates' performance on the Interstate School Leaders Licensure Consortium (ISLLC) also informs the unit assessment system. These data serve as essential elements of the program evaluation component of the unit assessment system. The data is audited and monitored at the program unit levels, fed into the unit's comprehensive data system, and constitute important information for program development and unit operations.

Ongoing Program Evaluation and Transition Points

The ESEL Program Implementation Committee and the College of Education and Human Services Graduate Advisory Committee maintain oversight of the program operations. Each semester, the faculty of the program report on student and program progress. Topics include titles and progress of action research projects; relationships and challenges with field work; and descriptions of candidates' progress.

The graduate program director also shares these results with the COEHS Continuous Assessment Committee.

Data are collected and reviewed at the following transition points:

Transition Point I	Transition Point II	Transition Point III
<p>Admissions</p> <p>3 successful years of teaching</p> <p>Current teaching certificate</p> <p>3 letters of recommendation</p> <p>Folio documenting 3 successful leadership activities and 3 successful teaching activities</p> <p>Written statement attesting to the candidate’s skills and understanding of a) ability to improve student achievement, b) leadership, c) advanced knowledge of curriculum, instruction, and assessment.</p> <p>Interview</p> <p>Case study</p> <p>Report candidates scores to program faculty and council</p>	<p>After Semester 3</p> <p>14 hours with at least a 3.0 average</p> <p>Anchor 1,2,and 4 with acceptable scores</p> <p>Appropriate dispositions according to the NKU Individual Leadership Self-Assessment (ILSA) and the NKU Code of Ethics</p> <p>Report scores and GPA to program faculty and advisory council</p>	<p>After Semester 5</p> <p>30 hours with at least a 3.0 GPA</p> <p>Anchors 3,5,and 6 with acceptable scores</p> <p>Appropriate dispositions according to the NKU Individual Leadership Self-Assessment (ILSA) and the NKU Code of Ethics</p> <p>Capstone project with Satisfactory scores on the project and two presentations</p>

The Education Specialist Program has three transition points where students are assessed and the program is assessed.

1. The first transition point is the Admissions process which includes:

- Master’s Degree with a GPA of at least 3.5
- Minimum of three years of teaching experience.
- Three letters of recommendation including one from the candidate’s current principal.

- A professional folio presented in an innovative and attractive manner including at least three documents that demonstrate successful teaching, and at least three artifacts that support successful leadership experiences.
 - In addition to these artifacts, candidates include a written statement attesting to the candidate's skills and understanding of a) ability to improve student achievement, b) leadership, c) advanced knowledge of curriculum, instruction, and assessment.
 - Interview with committee that includes NKU faculty and school administrators from the Advisory Council. The interview is scored using the rubric co-designed by members of the council.
 - A case study to be completed when the candidate comes in for the interview.
 - A panel from the Advisory Council reviews the Admissions material and the rubrics.
2. The second transition point occurs at Semester 3 (after fourteen credit hours).
- Anchor assessments 1, 2, and 4 are complete and stored on Foliotek.
 - G.P.A. that satisfies the Northern Kentucky University requirements.

The Advisory Council reviews the quality of the anchor assessments to determine if changes need to be made in the assignments so that the results are professional and meet the needs of the districts.

3. The third transition point occurs after the completion of semester 5 (after thirty hours) and the completion of the following: anchor assessments 3, 5 and 6 which is stored on Foliotek, the capstone project, the two presentations. The capstone projects are assessed by the program faculty and Advisory Council to make sure the projects are professional and relative to the districts.

All data from these transition points is stored in the College of Education and Human services database. The ESEL program makes quarterly reports to the Educational Leadership Work Group and an annual report to the Continuous Assessment Committee. The Educational Leadership Work Group includes all faculty in the ESEL program. This data analysis provides the necessary feedback in order for the program to make appropriate program improvement.

Changes made to program since the first submission

Since the first submission of the Education Specialist in Educational Leadership, there have been several changes. The names of the first classes included the word "principal." For example EDA 704 was first submitted as Principal as Culture Builder: Roles and Responsibilities in a PLC. Our next submission was for the classes for Supervisor of Instruction. The classes for both programs include the same classes. We then changed the "principal" to "Education Leader." So the class EDA 704 became Education Leader as Culture Builder: Roles and Responsibilities in a PLC.

In the first submission of the Education Specialist in Educational Leadership, there are two required tests for certification as a P-12 Principal. One is the School Leadership Licensure Assessment (SLLA) and the Kentucky Specialty Test of Instructional and Administrative Practices. After speaking to other directors from other Kentucky universities, we decided to require students to take the tests before they graduate. The problem was students who completed the program did not graduate or take the tests. So we changed the program so that they could graduate and then take the tests in the next five years. That increased our number of graduates and test takers.

When the Education Specialist in Educational Leadership was created, the faculty and advisory council discussed embedding the school finance in several classes. When the program was implemented, several principals stated that they thought School Finance should be a separate class. We created EDA 719 School Finance and Budgeting to be taken in Level II.

Because our program is a post-master's degree and doctoral (Ed.D.) students had been taking the classes to gain certification, we decided to change the course numbers from 600 level to 700 level. All approvals were made official through the NKU official curriculum process.

We are also working on new rubrics for the anchor assessments so that the candidates will receive a numeric scores.

Each curriculum contract states the admission and exit criteria, the curriculum criteria, required courses, and other information about the program. The curriculum contracts for the School Principal program options are at this link:

<http://coehs.nku.edu/departments/teachered/CAEP/EPsBProgramSubmissions/SchoolPrincipalP12.html>