

Copy to J Sanders for THEC 4/16/09

COVER SHEET FOR GRADUATE CURRICULUM PROPOSALS

All curriculum proposals should be sent to the Graduate School office for review and distribution. Information items will be handled administratively and require the "Cover Sheet for Graduate Information Items." New curriculum proposals and substantive curriculum changes require the action of both Graduate Council and the Executive Committee of the Faculty Senate and use this cover sheet. When all signatures have been obtained, the Graduate School will notify the originator of the proposal that it has been sent to the Graduate Council curriculum committee.

Originator: Vicki Petzko Date: 1/13/09

Title of Proposal: MED School Leadership: Admission Requ

Proposed Starting Date: August 2009

REVIEWED BY:				
<u>John A. Freeman</u>	<u>1-14-09</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department Head	Date	approve	neutral	disapprove*
<u>Mary Jane</u>	<u>1-29-09</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dean of the Academic College	Date	approve	neutral	disapprove*
<u>Yvonne Kelpatue</u>	<u>2/2/09</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Director, The Graduate School	Date	approve	neutral	disapprove*
<u>Schamie Bellan</u>	<u>2/9/09</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dean, The Graduate School	Date	approve	neutral	disapprove*
<u>Linda Peters</u>	<u>2-12-09</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University Registrar	Date	approve	neutral	disapprove*
REVIEWED BY OTHER UNITS AFFECTED:				
<u>CHER Curriculum Committee</u>	<u>2/21/09</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewer	Date	approve	neutral	disapprove*
<u>M. Sanders</u>	<u>4/3/09</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewer	Date	approve	neutral	disapprove*
<u>[Signature]</u>	<u>4/7/09</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewer	Date	approve	neutral	disapprove*

* Those who disapprove must attach an explanation.

CG-080907

SUMMARY OF ACTION BY GRADUATE COUNCIL

Approved as submitted

Approved with amendments (amendments indicated and transmitted to originator to revise and submit electronically for Executive Committee of the Faculty Senate)

Reviewed by the Provost see above reviewer #3

Provost's signature _____ Date _____ approve _____ disapprove*

Forwarded to Executive Committee of the Faculty Senate

Graduate Council Chair [Signature] Date 3/24/09

Graduate Council Chair's signature _____ Date _____

UTC Received

SUMMARY OF ACTION BY EXECUTIVE COMMITTEE OF THE FACULTY SENATE

Approved as submitted

Referred to Faculty Senate for action.

[Signature] Date 3/24/09

President, Faculty Senate _____ Date _____

The Graduate S

_____ Date sent to Originator _____ Date sent to University Registrar

09-0019G

Master of Education in School Leadership: Admission Requirements
Addendum to the Redesign Proposal
Principal Licensure Concentration
Teacher Leadership Concentration
Post Master's Certificate in School Leadership
1-13-09

GSD/CHEPS/UTC
Vicki N. Petzko
John Freeman

Background:

The School Leadership Proposal dated 10/14/08 stated the following:

Proposed Changes to Program Requirements and Format: Admission

State Board of Education Rules on this requirement have not been approved on a second reading. This is scheduled to occur in November 2008. Changes in admission requirements will be forwarded in a proposal addendum as soon as possible.

In November 2008, the State Board of Education approved new admission requirements for all principal licensure programs. Implementation details were addressed Dec. 18-19, 2008. State requirements include that admission requirements must be agreed upon by the institution and partner LEAs (Local Education Associations). This proposal was developed in collaboration with those LEAs through our Advisory Board. ***Approval of this proposal will bring UTC in compliance with State mandates that are effective for admission for AUGUST 2009.*** (See Appendix 1)

Summary of proposed changes (details and rationale are in the following section)

- 1) For admission to the M.Ed.: School Leadership; Principal Licensure Concentration**
 - a) Add State requirement: the applicant must hold a current teacher license and have completed three successful years of teaching prior to admission to the program
 - b) Drop requirement: The Miller Analogies Test (MAT) or GRE is required for applicants
 - c) Modify portfolio/interview requirements to be in compliance with State mandates. See pages 4-5
- 2) For admission to the M.Ed.: Post Masters Certificate program:** These requirements must be the same as the M.Ed/SchLead/PL. State mandates refer to all 'principal preparation programs'.
 - a) Add: the applicant must hold a current teacher license and have completed three successful years of teaching prior to admission to the program
 - b) Add: Portfolio requirements as for M.Ed/SchLead/PL
 - c) Modify: Interview the same as for M.Ed/SchLead/PL
- 3) For admission to the M.Ed.: School Leadership; Teacher Leadership Concentration.** This is not a principal licensure program thus does not fall under the new requirements for 'principal preparation program'.
 - a) Drop requirement: The Miller Analogies Test (MAT) or GRE
 - b) Change letters of recommendation from 3 to 2
 - c) Keep: current portfolio requirements listed in catalog p. 89

Proposed Changes:

Current language: To be omitted and replaced with column to the right	Proposed requirement/language	Rationale
<p>p. 89: Admission Delete: M.Ed. applicants must initially meet admission requirements to the Graduate School and must submit a portfolio to include the following:.....</p> <p>Delete: Admission to the Certificate Program</p> <p>2. Two letters of recommendation which speak to the potential of the candidate as a school leader. One must be from someone who will serve as a mentor for the field experience requirement.</p> <p>3. An interview with UTC faculty</p>	<p>Add: M.Ed.(SchLead) applicants must initially meet admission requirements to the Graduate School. Once admitted to the Graduate School, candidates must apply to a specific concentration of the School Leadership program based on the requirements listed below.</p> <p>Certificate Program applicants must document successful completion of a master's, specialist, or doctoral degree in education from an accredited university. In addition, applicants for the certificate Program must meet all admission requirements listed for the Principal Leadership Concentration listed below.</p>	<p>Clarification and differentiation between the three programs.</p>
<p>Teaching experience requirement: No such language currently exists</p>	<p>Add</p> <p><u>Teaching Experience Requirement</u> <i>Principal Licensure Concentration (M.Ed. and/or Certificate Program):</i> All candidate applicants must hold a current teacher license* and have a minimum of three (3) years of successful education working experience. Verification of such experience is to be included in the portfolio. *licensed school counselors, psychologists and social workers may apply</p> <p><i>Teacher Leadership Concentration:</i> No change (no reference to teaching experience)</p>	<p>This is a new State requirement for principal licensure preparation programs.</p> <p>The requirement for 3 successful years teaching experience is not appropriate for the TeachLead concentration. Teacher leadership can begin to be developed within the first year of teaching. The SBO requirement of a valid teaching license also eliminates many strong teachers from the private sector. Both state requirements will hinder enrollment growth and are contrary to the mission of UTC's School Leadership Programs.</p>
<p>Delete: p. 11: The Miller Analogies Test (MAT) is required for applicants to the master's programs in counseling: community and school (or GRE), criminal justice (or GRE), nursing (or GRE), and school</p>	<p>Omit GRE/MAT as requirement for either SLead. M.Ed.</p>	<p>State mandated admission requirements for the Principal Licensure concentration, including the portfolio and interview, are sufficiently rigorous to address the objective of academic preparedness.</p>

<p>leadership (or GRE).....</p>		<p>For the Teacher Leadership concentration, other M.Ed. programs in education do not require the MAT/GRE; enrollment concerns and internal as well as external competition are inconsistent with this requirement.</p>
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<p>Current language: To be omitted and replaced with column to the right</p>	<p>Proposed requirement/language</p>	<p>Rationale</p>
<p>Delete: p. 89.....and must submit a portfolio to include the following:</p> <ul style="list-style-type: none"> • brief description of previous experience in positions of leadership • an essay on leadership aspirations or a leadership biography • three letters of academic or professional recommendation • scores from the Miller Analogies Test or Graduate Record Examination <p>Portfolios must be submitted by the following dates:</p> <ul style="list-style-type: none"> • For fall entry - July 30 • For spring entry - November 30 • For summer entry - April 30 <p>The State of Tennessee requires that applicants to educational leadership programs participate in an assessment of leadership potential and an interview with both academic faculty and professionals in the field.</p>	<p><u>Modify: Portfolio Requirements:</u> <i>Principal Licensure (M.Ed. and/or Certificate Program):</i> The TN State Board of Education mandates specific portfolio and interview requirements for principal preparation programs. A checklist and explanation of such requirements is available at www.uri.edu. <i>yr</i></p> <p><i>Teacher Leadership:</i> Candidates for the teacher leadership concentration are to submit the following to the Graduate School:</p> <ul style="list-style-type: none"> • a resume, highlighting teaching experience and previous experience in positions of leadership • an essay on leadership aspirations or a leadership biography • two letters of academic or professional recommendation, of which must be from a person who will supervise the field experience requirements. • Results of an interview. Contact XYZ at name-name@utc.edu to set up an appointment. 	<p>This list is too lengthy for the catalog. See below*** for specifics.</p> <p><i>Should be included in catalog. Use information in left side column page 4 this document</i> <i>SK</i></p> <p>These are the current portfolio requirements. They have been successful in the identification of candidates in the past and are appropriate with regards to goals for program growth.</p> <p><i>(Note: for approval purposes: the only change in TeachLead is the omission of the MAT/GRE and 2 letters of rec. instead of 3.</i></p>

Information for the approval process only: ~~***Portfolio and Interview requirements (not to be listed in catalog but at the specified URL)~~

(M.Ed. and/or Certificate Program):

<p>Faculty from the State Dept. of Education <i>Original catalog copy SEB</i></p>	<p>To be addressed as follows in the UTC admission procedures (These were agreed upon by the Advisory Committee 12/15: Petzko will develop a checklist and scoring mechanism)</p>
1) Copy of the most recent performance appraisal,	1) Copy of the most recent performance appraisal [State Evaluation Model (SEM)]
2) Current professional development plan,	2) Future Growth Plan from the SEM
3) Evidence of ability to improve student achievement and also demonstrated leadership in coaching other teachers to raise student achievement	3) From "Educator Information record" in SEM or summary of test data from DIBELS/TCAP/ThinkLink/End-of-Course Exams/IEP goals. ALL student names are to be removed from these data; and also recommendation form
4) Evidence of knowledge about curriculum, instruction and assessment, *	4) From "Educator Information record" in SEM and also recommendation form (to be developed by Petzko and on file in the Graduate office, GSD as well as on-line)
5) A personal statement of career goals and how the preparation program would assist the candidate in reaching stated goals,	5) From SEM
6) Recommendations (letters of recommendation) as specified in partnership agreement,	6) 2 required: one must be from the current supervisor. One letter must also be from the person who will serve as a supervisor in the field experience requirement. A form will be designed by vnp that addresses items # 4,5,8,9,
7) Evidence that describes qualities of collaboration, cooperation and relationship building,	7) In SEM and also recommendation form
8) Demonstration of effective oral and written communications skills, and	8) In recommendation form and also <u>writing prompt</u> , to be done at the time of the interview.
9) Successful completion of an interview conducted by a program admission committee that includes both P-12 instructional leaders and higher education faculty that can determine if the candidate has: a) Implemented innovative learning strategies in their classrooms; b) Shown good communications, human relations, and organizational skills; c) Used student data and work samples to make instructional decisions d) Demonstrated high ethical standards.	9) A standing committee will serve, with representatives from each county. AC members will secure representatives for each date. (first interviews expected June 2009) a) Several interview dates will be named and all candidates will interview at that time. b) Each interview would be expected to last no more than 15 minutes, c) with a writing sample to be done either before or after the interview. d) Additional questions: i) Use of technology for instructional enhancement ii) Examples of success from 3 groups of students: high achievers, middle, and low achievers. It was agreed upon that HCDE district offices would be the best place for these interviews. Dr. Warren agreed to make arrangements. Petzko will develop some sort of scoring guide/rubric for the interviews.

checked items to be included in catalog yk

Additional items recommended (not required) in State policy: items:

Recommended

- Challenged students through rigorous, standards-based teaching.
- Integrated technology into daily teaching.
- Worked collaboratively on teaching/learning issues with teaching teams.
- Analyzed research and applied it to practice.
- Demonstrated leadership in the larger community.
- Demonstrated the ability to articulate and implement a vision.
- Shown commitment to continuous improvement.
- Shown evidence of leadership and management potential, including evidence of most recent accomplishments in the area of instructional leadership.

To be provided at the preference of the candidate or at the request of the LEA.

(once the admission procedure is finalized, each AC member is to determine whether additional items are requested by his/her LEA)

Appendix 1 (see p. 7 for required admission criteria)

**TENNESSEE STATE BOARD OF EDUCATION
TN LEARNING CENTERED LEADERSHP SYSTEM 5.101**

Page 4-5

Approved November, 2008

Candidate Selection

Process

Identifying and selecting high performers for leadership training is a daunting task for universities and LEAs to manage. Candidate selection must be rigorous. Recruitment and selection of program candidates should help address targeted district hiring needs related to candidate experience, demographics, and projected leadership openings. LEAs and their preparation program partners must describe and implement a selection process that includes:

Required:

- How a set of criteria that conveys a clear description of the characteristics of applicants will be collaboratively developed.
- How the components of the selection process will be determined:
 1. application procedures and timelines;
 2. screening and evaluation procedures, including interview protocols, 360-degree evaluations, performance portfolios or other documentation formats, in-basket exercises, writing samples, scoring rubrics, etc.; and
 3. the district's and participants' obligations to each other.
- How information about selection criteria, application process, evaluation components, district/participant obligations, and required forms will be prepared and disseminate to all teachers and professional staff in the school districts, as well as any other groups of professionals who may be considered for the pool.
- How screening and evaluation committees members from university faculty, LEAs, and exemplary practitioners will be selected.
- How consistent, ethical and fair selection practices will be established and monitored.
- How agreed-upon reliable procedures for analyzing candidate data from multiple measures will be assessed.

Recommended:

- Conduct informational meetings with school faculties and other groups of potential applicants.
- Publish information about the selection of the leadership pool in the LEA's communication media, and keep all employees informed.

Criteria

Approved instructional leadership preparation programs will require that all candidate applicants hold a current teacher* license, have a minimum of three (3) years of successful education working experience, and submit a confidential application portfolio that contains the following:

Required

** The evidence and documentation shall be developed collaboratively between districts and university departments.*

- a. Copy of the most recent performance appraisal,
- b. Current professional development plan,
- c. Evidence of ability to improve student achievement and also demonstrated leadership in coaching other teachers to raise student achievement, *
- d. Evidence of knowledge about curriculum, instruction and assessment, *
- e. A personal statement of career goals and how the preparation program would assist the candidate in reaching stated goals,
- f. Recommendations (letters of recommendation) as specified in partnership agreement,
- g. Evidence that describes qualities of collaboration, cooperation and relationship building,
- h. Demonstration of effective oral and written communications skills, and
- i. Successful completion of an interview conducted by a program admission committee that includes both P-12 instructional leaders and higher education faculty that can determine if the candidate has:
 1. Implemented innovative learning strategies in their classrooms;
 2. Shown good communications, human relations, and organizational skills;
 3. Used student data and work samples to make instructional decisions;
 - and
 4. Demonstrated high ethical standards.

Recommended:

- Challenged students through rigorous, standards-based teaching.
- Integrated technology into daily teaching.
- Worked collaboratively on teaching/learning issues with teaching teams.
- Analyzed research and applied it to practice.
- Demonstrated leadership in the larger community.
- Demonstrated the ability to articulate and implement a vision.
- Shown commitment to continuous improvement.
- Shown evidence of leadership and management potential, including evidence of most recent accomplishments in the area of instructional leadership. *
- Provide for joint screening by university and school system leaders with assessment tools.
- Conduct observations and videos of classroom and peer teaching.