



**Baker university**  
**School of education (SOE)**

**Master of Science in School Leadership (MSSL)**

**Curriculum Guide**

Approved August 2009  
Revised October 2009

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**NOTE:** The curriculum guide for each core MSSL course presented in this document indicates essential course objectives and assessments which instructors are expected to address along with additional course information. Each course instructor retains autonomy in extending course objectives and assessments beyond those listed in the curriculum guide. When options for resource materials are given, instructors may select from those listed; otherwise, instructors are to use texts and resources as specified.

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## **School of Education Mission, Beliefs, and Vision**

### **SOE Mission**

The Baker University School of Education is committed to learning and to developing confident and competent educational leaders

### **SOE Beliefs**

The SOE believes a confident and competent educational leader

- Advocates for all students and their learning successes;
- Has a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Has the commitment and skills to transfer knowledge, beliefs, and values into policy and practice;
- Demonstrates interpersonal practices that advance the welfare and dignity of all persons; and
- Maintains an unremitting drive for improvement.

### **SOE Vision**

The Baker University School of Education (SOE) provides quality programs grounded in a tradition of academic excellence and responds to the educational needs of the future.

## **Standards of the Interstate School Leaders Licensure Consortium (ISLLC)**

ISLLC Standards were originally created at the direction of the Council of Chief State School Officers in 1996 and adapted by the Kansas State Department of Education (KSDE) for program direction. Standards were modified in 2008.

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.

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.

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.

Standard 4: An education leader promotes the success of every student by collaborating with families and stakeholders, responding to diverse community interests and needs, and mobilizing community resources.

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

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.

## **MSSL REQUIRED CORE COURSES, COMMON STRANDS and BASIC ASSUMPTIONS**

The MSSL program has designed **eight courses** that reflect all program objectives. Candidates are required to demonstrate competence on program objectives identified in each course. The eight courses are

- I. Educational Foundations;
- II. Organizational Health and Performance;
- III. School Personnel;
- IV. Curriculum and Instruction;
- V. Student Services, Climate, and Programs;
- VI. Legal and Ethical Issues of School Leadership
- VII. School Planning, Operations, and Finances
- VIII. Directed Field Experiences.

Each of the eight required courses has **five common supporting strands** including

- A. Leadership and Professional Practices;
- B. School Culture and Instruction;
- C. Management of the Organization;
- D. Communication and Collaboration Skills; and
- E. Legal Rights and Responsibilities.

There are **six basic assumptions** that guide the MSSL program. The six basic assumptions are

1. One's beliefs and values largely determine the actions that follow;
2. Effective educators and administrators are essential to effective learning environments;
3. Transferring one's knowledge, beliefs, and values into policy and practice requires passionate, caring, and committed professional educators;
4. Teaching and learning are aspects of the same process;
5. Empowering people within the organization strengthens the organization; and
6. Reflective construction is necessary to improve educational programs and environments.

## SOE Commitments

A listing of sixteen unit commitments increase the probability that all candidates are successful. SOE faculty and staff are “committed to learning and the development of confident, competent educational leaders.”

The unit is committed to ensuring

1. Candidates understand the conceptual framework (mission, beliefs, vision).
2. Candidates are committed to student learning and the belief that all students can learn.
3. Candidates know their licensure area content and can make meaningful applications of the content during field experiences.
4. Candidates know how to engage students and organize instruction that enhances learning.
5. Candidates think systematically about their practice and use problem solving, critical thinking and reflection in their daily practice.
6. Candidates become members of professional communities, collaborate with professional educators, and demonstrate a motivation for life-long learning.
7. Candidates develop a respect for diversity and become inclusive educators who enhance learning opportunities for all students.
8. Candidates demonstrate communication skills appropriate to their field of endorsement.
9. Faculty and candidates model ethical practices, values, and dispositions.
10. Faculty model a variety of instructional strategies supported by wisdom of practice and educational research.
11. The integration of content within and across the disciplines and the application of knowledge to life situations.
12. Professional growth for all faculty and staff members.
13. Regular and systematic program evaluations through the analysis of program data and making program modifications when appropriate.
14. The development of collaborative/cooperative agreements with school districts, higher education faculty, and other members of the professional community.

15. The implementation of a technology plan for each program that enables candidates to enhance learning for all students.
16. Involvement in service to the wider community .

### **MSSL Program Objectives**

The MSSL program develops confident and competent educational leaders who can demonstrate the ability to promote success for all students. The MSSL program objectives are closely aligned with the ISLLC and KSDE professional standards for building administrators. Program assessments and/or candidate activities focus on the indicators identified under each program objective.

**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.**

- 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; and
- F. Apply leadership beliefs, values, and behaviors into personal leadership positions, policy and practice that impact student learning.

**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.**

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations;
- B. Create comprehensive, rigorous, coherent and research-based curricular and co-curricular programs;
- C. Create personalized and motivating learning environments that meet the needs of all students;
- D. Supervise instruction by an effective evaluation process;

- E. Develop assessment and accountability systems to monitor student progress;
- F. Develop the instructional and leadership capacities of staff through results-based professional development opportunities;
- G. Maximize time spent on quality instruction;
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning; and
- I. Monitor and evaluate the impact of the instructional program on learning.

**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.**

- 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; and
- F. Address and effectively administer legal issues, protecting the rights and confidentiality of all persons.

**Standard 4: An education leader promotes the success of every student by collaborating with families and stakeholders, responding to diverse community interests and needs, and mobilizing community resources.**

- A. Collect, analyze, and appropriately apply community data and pertinent information for improvement;
- 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; and
- E. Develop and apply effective communication and group process skills.

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

- 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, treating all persons fairly, equitably, and with dignity;
- C. Safeguard the values of democracy, equity, and diversity; and
- D. Consider and evaluate the potential moral and legal consequences of decision-making.

**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.**

- 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;
- D. Actively promote and participate in communication with all members of a diverse community; and
- E. Maintain a visible presence in the school community.

<b>Program Objectives/Indicators</b> The MSSL degree program and licensure links Program Objectives to the Standards of the Interstate School Leadership Licensure Consortium (ISLLC).	<b>5010</b> <b>Fndtns</b>	<b>5020</b> <b>Org. Health</b>	<b>5030</b> <b>HR</b>	<b>5040</b> <b>Curr.</b>	<b>5050</b> <b>Prgms</b>	<b>5060</b> <b>Law</b>	<b>5070</b> <b>Mgmt.</b>	<b>5531</b> <b>Tdy's Lrnr</b>	<b>5120</b> <b>5121 Rsrch</b>	<b>5102</b> <b>Assmt Strat</b>
<b>1. Vision of learning shared by all</b>										
1A. Shared vision, mission	S									
1B. Use data		S							F	S
1C. Create plans					S				F	
1D. Continuous improvement	F	S		F						F
1E. Monitor progress				F					S	F
1F. Leadership positions	S									
<b>2. Culture conducive to learning</b>										
2A. Culture of collaboration	F	S			F					
2B. Curricular programs				S	F					
2C. Learning environments		S		F						
2D. Supervise instruction			S							
2E. Assessment systems		S							F	
2F. Leadership capacities	F	S	F							
2G. Maximize time				S						
2H. Technologies				S	F		F			
2I. Monitor impact									S	S
<b>3. Effective learning environment</b>										
3A. Monitor operations							S			
3B. Use resources			S				S			
3C. Safety			F			F	S			
3D. Distributed leadership	S	F			F					
3E. Focused learning time	F			S			F			
3F. Legal issues			F			S		F		
<b>4. Collaborating with diverse community</b>										
4A. Community data		S	F		F			F		F
4B. Diverse resources		F						S		
4C. Relationships with families		F			F			S		
4D. Community partners					S					
4E. Group process skills	S	F			F					
<b>5. Acting with integrity</b>										
5A. Academic accountability		F		S						
5B. Model ethical behavior	F			F		S		F		
5C. Safeguard values				S				F		
5D. Moral consequences	F					S		F		
<b>6. Influencing larger context</b>										
6A. Advocate for children	S							F		
6B. Influence decisions	S									
6C. Emerging trends	F						S			
6D. Communication with all	F						F	S		
6E. Visible presence	S									

S=Summative – course responsible for primary assessment of Program Objective and Indicator.

### **Essential Characteristics of the MSSL Program**

The University believes there are essential characteristics associated with becoming confident and competent instructional leaders. These essential characteristics are categorized in the two primary areas of Professional Skills and Personal Dispositions. The candidate must bring a level of skills and dispositions to the program; however, these skills and dispositions can be developed as the candidate proceeds through the program. To ensure that these skills and dispositions are developed, the MSSL program continuously monitors candidate progress, ensuring effective instructional leadership in the twenty-first century.

#### **Professional Skills**

1. A strong educational knowledge base that aligns with authorities in the field, research, and best practices;
2. Written communication skills that enable the candidate to write ideas clearly, using appropriate writing conventions, organization, and focus;
3. Oral communication skills that enable the candidate to clearly articulate oral comments and interact with individuals and groups;
4. Professional responsibilities and organizational skills that enable the candidate to assume responsibility for class assignments, class participation, and class attendance; plan, schedule, and meet time lines; and
5. Problem solving and critical thinking skills that enable the candidate to think critically and solve problems.

#### **Personal Dispositions**

1. He or she is capable of positively influencing learning for all people;
2. All people are capable of learning at a high level;
3. The purpose of education is to assist all people to become competent and successful; and
4. Effective leadership and teaching are interpersonal processes where the individual's attitudes, beliefs, feelings, and welfare must be of prime consideration.

**Master of Science in School Leadership (MSSL)  
Syllabus Template**

**BAKER UNIVERSITY  
School of Education (SOE)  
(Course Number and Course Name)  
(Cohort and/or course location/date i.e. Fall I 2008)**

**SOE Mission**

The Baker University School of Education is committed to learning and to developing confident and competent educational leaders.

**SOE Beliefs**

The SOE believes a confident and competent educational leader

- Advocates for all students and their learning successes;
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- Maintains an unremitting drive for improvement.

**SOE Vision**

The Baker University School of Education (SOE) provides quality programs grounded in a tradition of academic excellence and responds to the educational needs of the future.

**Instructor:** (Insert instructor and all methods of contact including phone and e-mail. Also include office hours or times students may meet with you.)

**Meeting Time:** (Meeting times, hours, and location: include cohort number or open enrollment designation and address of course location).

**Credit Hours:** 3 credit hours

**Course Description:** (This must match the description printed in this MSSL Curriculum Guide (CG) and must include any prerequisites.)

**Standards Addressed:** (For MSSL courses, list Standards of the Interstate School Leaders Licensure (ISLLC) and the Kansas State Department of Education KSDE) is referenced.) See page 3 of this CG.

**Course Objectives:** (List course objectives found in this CG for the particular course. These course objectives are listed in this CG in the MSSL Matrix and on each specific course content page.)

**Course Resources:** (List name(s) of textbooks required including author(s), title, publisher, and date according to MLA style. Also, list handouts if provided for a fee. Instructors are strongly encouraged to refer students to the Baker University Collins on-line library at [www.bakeru.edu](http://www.bakeru.edu) .)

**Instructional Strategies:**

(Describe specific strategies to be used and expected student performances i.e. lecture, facilitated dialogue, small group study, interactive groups, reflective practices, independent reading, Blackboard discussion groups, individual papers, quizzes and exams, individual and group presentations, etc. OR list general listing of instructional strategies found on course content page of the CG.)

**Technology:** (Use the following statement but with a specific description about the expected technology use(s) on Page 32.) “Candidates use technology for a variety of reasons: to present information, to share knowledge, and to investigate best-practice research.”

**MSSL and MAEd Policy and Programs Handbook:**

Every MSSL SOE candidate receives an *MSSL and MAEd Policy and Programs Handbook*. This *MSSL and MAEd Policy and Programs Handbook* is distributed at the MSSL orientation. A candidate is governed by policies and guidelines detailed in this program handbook specific to the calendar year in which he or she enrolls in MAS 5010. Candidates in need of an additional copy of the *MSSL and MAEd Policy and Programs Handbook* may contact Sandee Jamour at the graduate SOE office at 8001 College Blvd., in Overland Park or contact her at [sjamour@bakeru.edu](mailto:sjamour@bakeru.edu) or 913-344-1223.

**Academic Integrity:**

Academic Integrity is defined in the SPGS/SOE catalog under Student Responsibilities and Rights: “Academic integrity is defined as honesty in the acknowledgement of ideas, words, data, written work, and solutions. All work submitted by students must represent their own original work. All forms of student dishonesty, including cheating, fabrication, plagiarism, violation of copyright laws, and facilitating any academic dishonesty, are forbidden. Consequences of academic dishonesty may include, but are not limited to a failing grade, a failing grade for the course, or expulsion from the University.”

To avoid plagiarism, you should acknowledge the source:

1. Whenever you quote another person’s actual words;
2. Whenever you use another person’s ideas, opinion, or theory, even if it is completely paraphrased in your own words;
3. Whenever you borrow facts, statistics, or other illustrative materials – unless the information is common knowledge.

**MLA Standard:**

MLA Standard is the accepted writing standard for the MSSSL program. If you need an MLA Style Guide, you can find one online at [www.bakeru.edu](http://www.bakeru.edu) or request one from the SOE.

**ADA Policy:**

Students with disabilities are provided assistance in obtaining reasonable accommodation to meet their academic needs. Students seeking accommodation should contact the ADA Compliance Officer at 913-491-4432 to request services and verify the need for assistance through appropriate supporting documentation.

**Hostile-Free Learning Environment**

Baker University's Anti-Harassment Policy is defined in the SPGS/SOE catalog under Student Responsibilities and Rights: "Baker University strives to provide an educational and working environment that is free from sexual harassment or harassment based on sex, race, color, sexual orientation, gender identity and gender expression, religion, age, marital status, national origin, disability, or veteran status...Harassment in any form is prohibited and incidents of harassment are met with appropriate disciplinary action, up to and including termination of employment or expulsion from the University. If any harassing conduct takes place, the offended individual is asked to immediately notify the Director Student Services.

**Attendance Expectations:**

(All instructors are to specifically state attendance expectations in the syllabus regarding attendance and make-up possibilities and grade implications. For instance, one absence may be made up and a second absence results in the lowering of a grade; or students receive points for each hour present in class. NOTE: Baker University policy prohibits a student from earning credit if 40% or more of a course are missed. If a student misses two consecutive classes without contacting the instructor, contact Student Services.)

**Course Outline and Sequence of Studies:**

(By class session, list the topics, issues, student performances and activities that are included.)

**Assessments Used to Measure Performance:**

(List each assessment strategy that is required. Note deadlines, expectations for format, length, etc. Specify what portion of the total grade each assessment comprises, whether in percent or points. Each assessment must be aligned to a Course Objective and each Course Objective must be assessed in at least one way. Assessments such as papers, presentations, Moodle/Blackboard discussion groups, book reports, and others should be supported with a separate **rubric or scoring guide provided to each student and attached with the syllabus**. If attendance is used as part of the student's grade, requirements must adhere to Baker University SOE policy. Mark with \* those assessments that are used as a part of the portfolio for program data collection.)

**MSSL Professional Skills Survey**

Each candidate receives an “Instructor Rating for Prospective Administrators.” These ratings will indicate levels of performance in the candidate’s knowledge base, written communication, oral communication, organizational skills, and problem solving/critical thinking. Professional Skills Surveys are completed by instructors on Task Stream.

**Candidate Self-Reflections**

Each candidate completes a Self-Reflection following each MAS core course. These Self-Reflections are completed on Task Stream and become a part of the candidate’s portfolio.

**Grading Practices:**

(Indicate grading scale for A-F work. Note whether make-up or extra credit work is allowed. Although the faculty portal accepts an “Incomplete” grade, DO NOT use this option when recording grades. Grades must be entered into the faculty portal 8 days after the course ends.)

## MSSL Curriculum Guide

Course number/title **MAS 5010 Foundations of Educational Administration**

Course description This course includes a study of personal and educational leadership applicable to building-level administration at the elementary and secondary level. Participants develop the ability to transfer beliefs and values, leadership theories, and educational research into policy and best practice. Participants study a number of topics related to leadership and administration, including team and community building, time management, theories of motivation, communication practices, societal expectations, organizational change, and the process of achieving “win-win.” Participants are introduced to the standards provided by the Interstate School Leader Licensure Consortium (ISLLC) in preparation for the licensing examination later in the program. (This course must be completed prior to enrollment in any other school leadership course.)

ISLLC Standards 1, 3, 4, 6

Specific course objectives

Course objectives for both formal and informal learning of this document.

Technology (Specific technology details are reflected on syllabus.)

Technology is used for a variety of reasons: to present information, to share knowledge, and to investigate best practice research. Each student has an account and posts assignment(s) to Task Stream, an online electronic portfolio. Moodle is used as a course management system.

Instructional activities

1. Class discussion
2. Small group activities
3. Role Playing
4. Lecture/Presentation

Assessments used to measure performance

1. A candidate writes a three - five page paper defining the 5 characteristics of an exemplary leader.
2. A candidate identifies five educational beliefs and one administrative behavior associated with each belief statement.
  - A candidate writes a personal mission statement.

Grading criteria, rubrics, and scoring guides

1. The paper is assessed on Task Stream as a part of the electronic portfolio.
2. The paper is assessed on Task Stream as a part of the electronic portfolio.

Resources (texts, technology, handouts, etc.)

Arbinger Institute. Leadership and Self-Deception. San Francisco: Berrett-Koehler Publications, 2002. ISBN 1576751740 or 978-1576751749  
Covey, Stephen. Seven Habits of Highly Effective People. New York: Free Press, 2000. ISBN 0671708635 or 978-0671708634  
Marzano, Robert, Waters, Timothy, and McNulty, Brian. School Leadership that Works. Alexandria, VA: Association for Supervision and Curriculum Development, 2005. ISBN 1416602279 or 978-1416602275

Magazines: *Leadership Excellence* and *Personal Excellence*.

The Collins on-line library located at [www.bakeru.edu](http://www.bakeru.edu)

## MSSL Curriculum Guide

Course number/title **MAS 5020 Organizational Health and Performance**

Course description This course provides participants with leadership skills needed to manage, make decisions, and guide a healthy organization. Participants develop an understanding of the organizational culture and climate characteristics important in a collaborative learning organization. Participants increase skills for using the technology necessary to collect and analyze data, develop pertinent performance indicators and organizational profiles, and establish the relationship between data collection and organizational performance. Prerequisite MAS 5010

ISLLC Standards 1, 2, 4

Specific course objectives

Course objectives for both formative and summative assessments included in course syllabus are found on Page 9 of this document.

Technology

(Specific technology details are reflected on syllabus.)

Technology is used for a variety of reasons: to present information, to share knowledge, and to investigate best practice research. Each student has an account and posts assignment(s) to Task Stream, an online electronic portfolio. Moodle is used as a course management system.

Instructional activities used

1. Small and large group discussion
2. Videos
3. Lecture
4. Written reflections
5. Guest presenters
6. Culture building resources and instructor-developed activities to determine school climate.

Assessments used to measure performance

1. A candidate administers a school culture survey and writes a paper discussing the survey findings and the steps taken to address deficit areas.
2. A candidate writes a comparative analysis of two school improvement plans and discusses the role of building administration in developing such a plan.
3. A candidate becomes a reflective practitioner by writing weekly reflections.

Grading criteria, rubrics, and scoring guides

1. The paper is assessed on Task Stream as a part of the electronic portfolio.
2. The analysis is assessed on Task Stream as a part of the electronic portfolio.
3. Instructor weekly feedback.

Resources (texts, technology, handouts, etc.)

Deal, Terrence E., and Kent D Peterson,. Shaping School Culture. Jossey-Bass, 1998. ISBN 0787962430

Blankstein, Alan M. Failure is Not an Option. Bloomington, IN: Hope Foundation, 2004. ISBN 9781412909341

Instructor developed resource list of book and article titles and instructor created handouts.

May use Pausch, Randy. The Last Lecture, Achieving Your Childhood Dreams. The Collins on-line library located at [www.bakeru.edu](http://www.bakeru.edu)

## MSSL Curriculum Guide

Course number/title **MAS 5030 School Personnel**

Course description This course provides participants with the necessary expertise to select, supervise, evaluate, empower, and provide development for school personnel. Participants study important constitutional, moral, legal, liability, ethical, and policy issues that relate to employment rights and practices. Participants enhance the interpersonal skills necessary to develop two-way communications with personnel. The course introduces the skills necessary to maintain personnel records, develop policies and procedures, handbooks, document personnel recommendations, and budget for personnel needs. Participants also learn to utilize technology for personnel management and classroom enhancement. Prerequisite MAS 5010

ISLLC Standards 2, 3

Specific course objectives

Course objectives for both formative and summative assessments included in course syllabus are found on Page 9 of this document.

Instructional activities

1. Cooperative/collaborative learning activities
2. Collective inquiry
3. Written reflection
4. Group problem solving
5. Direct instruction
6. Role playing/inbox

Technology

(Specific technology details are reflected on syllabus.)  
Technology is used for a variety of reasons: to present information, to share knowledge, and to investigate best practice research. Each student has an account and posts assignment(s) to Task Stream, an online electronic

Assessments used to measure performance

1. A candidate is presented a scenario containing several human resource issues which confront building administrators and draws upon class discussions, text references, and other experiences to effectively address each scenario. This assessment is administered as a final exam.

Grading criteria, rubrics, and scoring guides

1. This assignment is assessed on Task Stream as a part of the electronic portfolio.

Resources (texts, technology, handouts, etc.)

Smith, Richard E. Human Resources Administration: A School-Based Perspective, 4th ed. Larchmont, NY: Eye on Education, 2008. ISBN 1-930556-84-5

Supplement: Gray, David L. and Agnes E. Smith. Case Studies in 21<sup>st</sup> Century School Administration: Addressing Challenges for Educational Leadership. Sage Publications: Thousand Oaks. 2007. ISBN-13: 978-1-4129-2753-6

Various articles and teacher designed materials.

The Collins on-line library located at [www.bakeru.edu](http://www.bakeru.edu)

## MSSL Curriculum Guide

Course number/title **MAS 5040 Curriculum and Instruction for Administrators**

Course description This course is designed to provide participants with the leadership skills necessary to develop a shared building mission and vision relating to curriculum and instruction. Participants become knowledgeable about how to create curriculum and instruction that is consistent with a district's program and objectives identified by the learned societies. A variety of instructional strategies and models supported by research and best practices and a variety of methods and tools used to monitor and assess the curriculum are examined. Participants gain an understanding of the rights and responsibilities of developing curriculum and instruction; cultivate interpersonal skills necessary in a healthy learning organization; utilize group processing skills related to improving curriculum; and budget for and monitor the funds necessary to support curriculum and instruction. Prerequisite MAS 5010

ISLLC Standards 2, 3, 5

Specific course objectives

Course objectives for both formative and summative assessments included in course syllabus are found on Page 9 of this document.

Instructional activities

1. Cooperative Learning Groups
2. Collaborative Inquiry
3. Lecture/Direct Instruction
4. Written Reflection
5. Small and Whole Group Discussion
6. Modeling
7. Individual and Group Oral Presentations

Technology (Specific technology details are reflected on syllabus.) Technology is used for a variety of reasons: to present information, to share knowledge, and to investigate best practice research. Each student has an account and posts assignment(s) to Task Stream, an online electronic portfolio. Moodle is used as a course management system.

Assessments used to measure performance

1. A candidate engages in a case study in which a curriculum problem is presented; a candidate must apply curriculum concepts presented in MAS 5040 to address the problem.

Grading criteria, rubrics, and scoring guides

1. The case study is assessed on Task Stream as a part of the electronic portfolio.

Resources (texts, technology, handouts, etc.)

Jacobs, Heidi Hayes. Mapping the Big Picture. Alexandria, VA: ASCD, 1997. ISBN 978-0871202864

Dufour, Robert, and Robert Eaker. Professional Learning Communities at Work.. Bloomington, IN: National Education Service, 1997. ISBN 978-1879639607

Selected videos (*How Difficult Can This Be?* and *Classroom Assessment for Student Learning*, and others) and articles from educational journals as assigned by instructor.

The Collins on-line library located at [www.bakeru.edu](http://www.bakeru.edu)

## MSSL Curriculum Guide

Course number/title **MAS 5050 Student Services, Climate and Programs**

Course description This course is designed to provide students with the leadership skills necessary to create discipline practices and a school environment that maintains a safe, orderly, and student centered climate; provide for student governance, organizations, clubs, and co-curricular activities; provide for the many different needs of a diverse student population; and provide for student support services, including sponsors for activities, counseling, transportation, and food service. Participants develop an understanding of the processes and responsibilities of monitoring student activities, legal liability issues, due process procedures relating to suspension and expulsion, and disciplinary procedures. Participants demonstrate the interpersonal, communication, and processing skills necessary to involve students in the creation, improvement, and maintenance of student and school policies, activities, and programs. Prerequisite MAS 5010

ISLLC Standards 1, 4

Specific course objective

Course objectives for both formative and summative assessments included in course syllabus are found on Page 9 of this document.

Instructional activities

1. Lecture
2. Facilitate dialogue
3. Small group study
4. Interactive groups
5. Reflective practices

Technology (Specific technology details are reflected on syllabus.)

Technology is used for a variety of reasons: to present information, to share knowledge, and to investigate best practice research. Each student has an account and posts assignment(s) to Task Stream, an online electronic portfolio. Moodle is used as a course management system.

Assessments used to measure performance

1. Given characteristics of a school, a candidate creates a grant proposal that is developed and presented to the class.
2. Additional assessments include a group presentation that demonstrates the principal's role in an assigned topic about a school program.

Grading criteria, rubrics, and scoring guides

1. This assignment is assessed on Task Stream as a part of the electronic portfolio.
2. An instructor-created rubric is used to assess this assignment.

Resources (texts, technology, handouts, etc.)

Handouts booklet

Lindley, Frederick A. The Portable Mentor: A Resource Guide for Entry-Year Principals and Mentors. 2<sup>nd</sup> ed. Corwin Press, 2003. ISBN 076193897 or 978-0761938392

“Tests at a Glance” found at [www.ets.org/sls/slstestprep.html](http://www.ets.org/sls/slstestprep.html)

Moodle/Blackboard on-line vignettes and communication

The Collins on-line library located at [www.bakeru.edu](http://www.bakeru.edu)

## MSSL Curriculum Guide

Course number/title **MAS 5060 Legal and Ethical Issues of School Leadership**

Course description This course is designed to prepare aspiring building level leaders to address issues in the legal structure of public education and to become skilled in locating and using resources pertaining to changing laws and court decisions. Problems are presented for solutions that increase understanding of ethical issues facing school leaders. This course does not include Special Education law and regulations. Prerequisite MAS 5010

ISLLC Standards 3, 5

Specific course objectives

Course objectives for both formative and summative assessments included in course syllabus are found on Page 9 of this document.

Instructional activities

1. Lecture
2. Facilitate dialogue
3. Small group study
4. Interactive groups
5. Reflective practices
6. Case studies and case law

Technology (Specific technology details are reflected on syllabus.)

Technology is used for a variety of reasons: to present information, to share knowledge, and to investigate best practice research. Each student has an account and posts assignment(s) to Task Stream, an online electronic portfolio. Moodle is used as a course management system.

Assessments used to measure performance

1. A 3-5 page paper addresses legal and ethical aspects of school leadership and the role of the building leader.
2. Additional assessments are assigned including preparation and presentation of a court case brief, case law reaction papers, and summaries of school district policy.

Grading criteria, rubrics, and scoring guides

1. The paper is assessed on Task Stream as a part of the electronic portfolio.
2. An instructor-created rubric is used to assess performance.

Resources (texts, technology, handouts, etc.)

Schimmel, David, Louis Fischer, and Lesli Stellman. School Law: What Every Educator Should Know: A User-Friendly Guide. Boston: Pearson, 2008. ISBN 9780205484058

Conn, Kathleen. The Internet and the Law: What Educators Need to Know. Alexandria, VA: ASCD, 2002. ISBN 9780871206770

Supplemental articles, federal and state statutes, and administrative regulations. Legal resources from various websites including NSBA, KASB, MSBA, and National Catholic Education Association.

The Collins on-line library located at [www.bakeru.edu](http://www.bakeru.edu)

## MSSL Curriculum Guide

Course number/title **MAS 5070 School Planning, Operations, and Finances**

Course description This course prepares building level leaders to manage the planning, maintenance, and support of the school for the best learning environment. Major topics include issues of financial policies and practices, budgeting, funds control and accountability, and school planning and operations. Legal issues to be considered in school operations and management are addressed. Prerequisite MAS 5010

ISLLC Standards 3, 6

Specific course objectives

Course objectives for both formative and summative assessments included in course syllabus are found on Page 9 of this document.

Instructional activities

1. Lecture
2. Facilitate dialogue
3. Small group study
4. Interactive groups
5. Reflective practices

Technology (Specific technology details are reflected on syllabus.)

Technology is used for a variety of reasons: to present information, to share knowledge, and to investigate best practice research. Each student has an account and posts assignment(s) to Task Stream, an online electronic portfolio. Moodle is used as a course management system.

Assessments used to measure performance

1. Educational specifications project: In groups of 3-4, candidates develop a plan for a school facility based on educational needs of today's diverse students. The plan addresses legal issues that must be considered when planning a school.
2. Additional assessments are assigned including development of a school budget, summary of an interview with principals, and a safety assessment of a school plant.

Grading criteria, rubrics, and scoring guides

1. The project is assessed on Task Stream as a part of the electronic portfolio.
2. An instructor-created rubric is used to assess performance.

Resources (texts, technology, handouts, etc.)

Mutter, Davida W., and Pam J. Parker. School Money Matters: A Handbook for Principals. Alexandria, Virginia: ASCD, 2004.

ISBN 9780871208132

Glanz, Jeffery J. What Every Principal Should Know About Operational Leadership. Thousand Oaks, CA.: Corwin Press, 2006.

ISBN 9781412915915

The Collins on-line library located at [www.bakeru.edu](http://www.bakeru.edu)

**MSSL 5010 Foundations of Educational Administration – Assessment #1**

The following are guidelines for the leadership paper in MSSL 5010:

**MAS 5010 Foundations of Educational Administration: Assessment #1**

1. The 3-5 page paper consists of an introductory paragraph (complete with thesis statement), body (content includes examples and application), and a conclusion.
2. MLA guidelines apply in heading, documentation, references, etc.
3. References are listed on a separate Works Cited page according to MLA guidelines.
4. A rubric with details of the requirements is below.
5. The focus of the paper is 5 characteristics of a confident, competent educational leader as proposed by expert(s) in the field which align with the student’s explanation of the behaviors of exceptional leadership characteristics.
6. Administrative behaviors are explained with specific examples and application.

	Unsatisfactory (0-6.9)	Basic (7.0-7.9)	Proficient (8.0-8.9)	Distinguished (9.0-10)
<b>Demonstrates Effective Writing Skills</b>	The main ideas are unclear and support for positions are missing. Lack of organization and sequencing are apparent. Writing conventions and vocabulary show multiple errors and expectations for graduate work are not met	The main ideas are approached but support is limited and statements are not supported by credible positions. Transitions, sequencing, and pacing are often awkward. Writing conventions and vocabulary contain frequent errors or misuse.	The main ideas are defined and key issues are supported. Statements were built on credible positions. Transitions, sequencing, and pacing enhance the writing. Writing conventions and vocabulary contain few errors.	The writing organization enhances the main ideas. The transition, flow, and sequencing between key issues are compelling and lead to logical conclusions. All writing conventions are correct and the vocabulary clearly exhibits leadership qualities.
<b>Format of the Article</b>	The selection of 5 key components from the leadership source(s) are not addressed and the application to policy and practice lack depth. The introductory and concluding paragraph is non-existent or marginal.	An attempt is made to discuss 5 key components from the leadership source(s). The application to policy and practice exist, but is not effective. The introductory and concluding paragraphs are evident; however the introductory paragraph does not clearly define the 5 components and the concluding paragraph does not clearly summarize the positions taken in the paper.	The 5 key components from the leadership source(s) are addressed and a reasonable application is made to policy and practice in the school setting. The introductory paragraph provides a clear understanding of the position to be discussed in the paper. The summary paragraph makes connections with the writer’s positions and those stated by the leadership source(s).	At least 5 key components from the leadership source(s) are accurately discussed and each is thoughtfully applied to policy and practice in the school setting. The introductory paragraph is dynamic and provides a clear understanding of the position to be discussed in the paper. A convincing summary paragraph links the writer’s positions with the leadership source(s).
<b>Reference to and Crediting the Leadership Author</b>	It is difficult to separate the leadership author’s positions and the writer’s opinion. No attempt is made to cite the leadership source(s) for any of the 5 key components..	Some effort is made to credit the leadership author’s positions and an attempt is made to credit the leadership source(s) for each of the 5 key components.	The leadership author’s positions are credited in the text and leadership source(s) are appropriately cited for each of the 5 key components.	The leadership author’s positions are always cited appropriately throughout the text and the leadership source(s) is accurately cited by MLA standards for each of the 5 key components.

Critical Analysis and Application	Interpretations of the author's positions are biased without alternative views. There are no examples of how each of the 5 leadership components can be applied in the school setting.	The author's positions are not carefully analyzed and don't address the issues of the 5 key leadership components and alternative views are superficially evaluated. Some effort is made to provide an example of how each component can be applied in a school setting.	The author's positions are interpreted accurately, demonstrating critical thought for each of the 5 key leadership components. Alternative points of view were considered and there is one clear example of application for each of the 5 leadership components in a school setting.	The description of the author's positions are critically analyzed and summarized. Alternative points of view are convincing. There is at least 2 clear examples of application for each of the 5 leadership components in a school setting.
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**MAS 5010 Foundations of Educational Administration: Assessment #2**

Write beliefs, behaviors, and mission by 1.) Identifying five important educational beliefs that show a strong commitment to student learning, including two administrative behavior associated with each belief; 2.) Write a mission statement that establishes a link to the 5 beliefs.

- The paper is 3-5 pages and consists of six paragraphs one paragraph for each of the 5 beliefs and one paragraph for the mission statement.
- Using MLA guidelines, note parenthetical citations within the paper and provide a separate Works Cited page with a list of resources.
- Note the rubric for grading this assignment. It details each requirement in the areas of belief statements, administrator behaviors and mission statement.
- This paper must be written in 3<sup>rd</sup> person pronouns (pronouns he, she, it, they, them). Do not use 1<sup>st</sup> person (I, me, my, mine, myself, our, we) or 2<sup>nd</sup> person pronouns (you, your, yourself).

	Unsatisfactory (0-6.9)	Basic (7.0-7.9)	Proficient (8.0-8.9)	Distinguished (9.0-10)
Belief Statements	The 5 beliefs are vague, lack sufficient statements of understanding, and make no commitment to student learning.	The 5 beliefs are identified; statements show a vague understanding of each belief and a modest commitment to student learning.	The 5 beliefs are identified and provide a clear statements of understanding for each belief and a commitment to student learning	The 5 beliefs are identified and provide 2 compelling statements of understanding for each belief and a strong commitment to student learning
Administrative Behavior	There is one administrative behavior for each belief; however the behavior is not clearly stated to ensure an effective impact upon implementation.	There is one administrative behavior for each belief; however the execution of the behavior is too general to ensure an effective impact upon implementation.	There is one administrative behavior for each belief clearly stated to ensure an effective impact upon implementation.	There are two administrative behaviors for each belief written at a level of clarity and understanding to ensure an effective impact upon implementation.

<b>Mission Statement</b>	The mission statement is wordy, unclear, limited, and has no link to the 5 belief statements. The statement makes no reference to impacting student learning.	The mission statement is clear but marginally linked to the 5 beliefs. The statement makes no or vague reference to impacting student learning.	The mission statement is precise with a strong link to each of the 5 beliefs. There is an adequate commitment to impacting student learning.	The mission statement is precise, powerful and focused with a strong link to each of the 5 beliefs. The statement makes a powerful commitment to impacting student learning.
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MAS 5020 Organizational Health and Performance: Assessment #1

The candidate administers the **School Culture Triage** instrument to as many teaching staff as possible in the building in which they teach. A mean score is calculated for each of the seventeen school culture areas assessed as well as an overall mean score for the School Culture Triage. This data is used by the candidate to write a three-page paper in which the candidate presents background information concerning the school in which the school culture instrument was administered along with a written summary of commendations and recommendations which are suggested by the data. Additionally the candidate discusses actions which they would take to address areas which the instrument indicates are in need of attention and also discusses the appropriate use of survey instruments like the School Culture Triage in assessing the current state of a school's culture.

	<b>Unsatisfactory (0-6.9)</b>	<b>Basic (7.0-7.9)</b>	<b>Proficient (8.0-8.9)</b>	<b>Distinguished (9.0-10)</b>	<b>Your Score</b>
<b>Demonstrates Effective Writing Skills</b>	School culture key findings are unclear and data from the survey does not support findings. Lack of organization and focus are apparent. Writing conventions and vocabulary show multiple errors and expectations for graduate work are not met.	A few school culture key findings are identified and data support for findings is limited. Findings are reported with adequate focus and organization. Writing conventions and vocabulary contain frequent errors or misuse.	Several school culture key findings are identified and are supported by survey data. Findings are reported in an organized and focused manner. Writing conventions and vocabulary contain few errors and are in keeping with graduate level work.	Several school culture key findings are presented in a highly focused, well-organized, and coherent manner. Findings are supported by survey data and all writing conventions are correct. Strong graduate level writing and vocabulary are present throughout the paper.	
<b>Application of School Culture Findings to Building Administration</b>	Key findings identified from data collected in the school culture survey are inadequately addressed and the application of such findings to building administration lacks depth. The summary paragraph is non-existent or marginal.	An attempt is made to identify key findings from school culture survey and application to building administration is limited. A rudimentary paragraph is provided that summarizes the major findings of the survey data.	Key findings from the school culture survey are identified and modest application of such findings to building administration is provided. The summary paragraph presents a focused overview of the survey's main findings.	Several key findings from the school culture survey are presented in which significant application of such findings to building leadership is presented. A very strong, succinct and coherent summarization of the survey's main findings is provided.	
<b>Commendations</b>	The paper provides no or very few commendations and	A few commendations and recommendations are provided.	Several commendations and recommendations are described.	Several commendations and recommendations are described	

and Recommendations Based on School Culture Survey Data	recommendations based upon culture survey findings and recommendations are not relevant to survey findings.	In some instances recommendations are not based on survey findings and would have limited impact addressing identified weaknesses in the school's culture.	Recommendations are relevant to survey findings and demonstrate sound administrative reasoning. Recommendations provide practical and reasonable ideas for addressing weaknesses.	in detail from survey findings. Recommendations are based on excellent administrative reasoning and best practice which will effectively address weaknesses found in the school's culture.	
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MAS 5020 Organizational Health and Performance: Assessment #2

Candidates write a **comparative analysis** of two school improvement plans consisting of five sections. Section I – an overview of the demographics of each school being compared; Section II – an overview of the school improvement plan for school A in which the goals, strategies, data collection, etc. are examined; Section III – an overview of the school improvement plan for school B in which the goals, strategies, data collection, etc. are examined; Section IV – the writer’s perception of which plan is the strongest and why; and Section V – the writer’s view as to the role the building administrator should play in the school improvement process including the develop of the improvement plan. The length of the paper should be four to six pages.

	Unsatisfactory (0-6.9)	Basic (7.0-7.9)	Proficient (8.0-8.9)	Distinguished (9.0-10)	Your Score
Demonstrates Effective Writing Skills	The main ideas are unclear and the comparative analysis lacks both organization and focus. Numerous errors in writing conventions and inappropriate use of vocabulary are found throughout the paper. Overall the paper does not meet expectations for graduate level writing.	The comparative analysis main ideas are rather vague. The organization and focus of the paper is adequate. Frequent errors or misuse in writing conventions and vocabulary are present. Writing is not indicative of graduate level work.	The main ideas are clearly stated and the comparative analysis is both organized and focused. Writing convention errors are few in number and vocabulary usage is appropriate for graduate level writing.	The main ideas of the comparative analysis are enhanced by excellent organization and focus. No errors or misuse in writing conventions or vocabulary are present and overall the writing is indicative of strong graduate level work.	
Critical Analysis and Application	The comparative analysis does not demonstrate the writer's ability to think critically and to identify the role of the building administration in the school improvement process.	A limited degree of critical thinking is demonstrated in the comparative analysis. Some indication is given to the role of building administration to the school improvement process.	The comparative analysis presents some evidence of critical thinking and the writer does provide a few indications as to the role of the building administrator in the school improvement process.	Strong critical thinking is exhibited in the comparative analysis. The writer provides many indications of the role the building administrator plays in the school improvement process.	

Content of Comparative Analysis	The five required sections of the comparative analysis are not evident and sections which appear are inadequately developed. The paper does not point to an understanding of an effective school improvement plan.	The required five sections of the comparative analysis are present. However, the content of each section is inadequately developed to demonstrate a satisfactory understanding of the contents of an effective school improvement plan.	All five sections of the comparative analysis are present and the content is adequately developed. The analysis points to a good understanding of the school improvement process and the contents of an effective school improvement plan.	The comparative analysis addresses all five sections in an substantive manner and points to an exemplary understanding of the contents of an effective school improvement plan.
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### MAS 5030 School Personnel - Final Exam

<i>Levels: Criteria:</i>	<b>Unsatisfactory (0 – 6.9)</b>	<b>Basic (7.0-7.9)</b>	<b>Proficient (8.0 – 8.9)</b>	<b>Distinguished (9.0 – 10)</b>	<b>Score</b>
<b>Question 1: Identifying Human Resources Tasks and Questions; Setting Priorities; and Developing Timelines.</b>	The response does not show understanding of the differences between tasks and questions nor does it exemplify the ability to prioritize and develop a timeline. No rationale is provided.	The response shows a limited understanding of the differences between tasks and questions, and exemplifies a partial ability to prioritize and develop a timeline. A vague rationale is provided.	The response shows an understanding of the differences between tasks and questions, and exemplifies an ability to prioritize and develop a timeline. A rationale is provided with at least one reference to course content.	The response gives clear evidence of an understanding the role of management of the differences between tasks and questions, and exemplifies an ability to prioritize and develop a timeline. The rationale provided includes at least three references to course content.	
<b>Question 2: Additional Human Resources Tasks</b>	The response does not include any additional tasks with rationale or those listed are not related to human resources.	The response includes one additional human resources tasks but the rationale is limited or unclear.	The response includes at least 3 additional human resources tasks with rationale that refers to course content.	The response includes at least 4 additional human resources tasks with rationale that that refers to course content. The rationale provides clear evidence of understanding the tasks related to the human resources functions of the building principal.	
<b>Question 3: Additional Human Resources Questions</b>	The response does not include any additional questions with rationale or those listed are not related to human resources.	The response includes one additional human resources questions but the rationale is limited or unclear.	The response includes at least 3 additional human resources questions with rationale that refers to course content.	The response includes at least 4 additional human resources questions with rationale that that refers to course content. The rationale provides clear evidence of understanding the questions related to the human resources functions of the building principal.	

<p><b>Question 4: Teacher Selection</b></p>	<p>The response does not address the teacher selection process, the advantages and disadvantages of selecting an insider, and the pros and cons of selecting an outsider or does so indirectly.</p>	<p>The response addresses the teacher selection process, the advantages and disadvantages of selecting an insider, and the pros and cons of selecting an outsider.</p>	<p>The response addresses the teacher selection process, the advantages and disadvantages of selecting an insider, and the pros and cons of selecting an outsider A preference is cited along with reasons for the preference. At least two references are made to course content.</p>	<p>The response addresses the teacher selection process, the advantages and disadvantages of selecting an insider, and the pros and cons of selecting an outsider A preference is cited along with reasons for the preference. At least three references are made to course content. The response demonstrates an understanding of how the assignment of personnel is linked to the achievement of the vision and goals.</p>	
<p><b>Question 5: Professional Development</b></p>	<p>The response does not include a method to determine the technology needs and interests of the teachers and support staff. No staff development plan is designed or it is vague.</p>	<p>The response includes a method to determine the technology needs and interests of the teachers and a limited staff development plan is designed. It does not reference course content.</p>	<p>The response includes a logical method to determine the technology needs and interests of the teachers and support staff. The staff development plan is designed to meet the needs and interests of the teachers. At least two references to course content are made.</p>	<p>The response includes method to determine the technology needs and interests of the teachers and support staff that will support a commitment to the vision and goals. The response clearly demonstrates a commitment to continuous professional growth and development through an equitable differentiated plan for professional learning to meet the needs of all staff. At least four references are made to course material.</p>	
<p><b>Mechanics</b></p>	<p>There are frequent errors in spelling, grammar, and punctuation. Sentence structure is unclear, incorrect, and/or awkward. Word choice is ineffective. No professional vocabulary is used. MLA guidelines are not followed.</p>	<p>There are some errors in grammar and punctuation but they do not interfere with clarity. Spelling has been proofread. Sentence structure is simplistic and/or awkward. Word choice is sometimes ineffective. Little professional vocabulary is used. There is an attempt to follow MLA guidelines.</p>	<p>There are few grammatical errors. Spelling has been proofread. Sentence structure is complex and has some stylistic variation. Some professional vocabulary related to the case is used. MLA guidelines are followed but not error free.</p>	<p>Spelling, grammar and punctuation are error-free. Sentence structure is varied in composition and length. Rich and precise language used. Professional vocabulary is evident. MLA guidelines are followed.</p>	

MAS 5040 Curriculum and Instruction for Administrators      Review the case studies provided for you in class. Analyze the problems presented and apply the curriculum concepts developed over the course. What approach would you use in addressing the problems? Set forth a strategy to overcome the difficulties faced by the school as well as ways to deal with individuals in the cases. In formulating your response, remember to identify any underlying issues and reference appropriate professional literature.

<b>Mechanics</b>	Frequent errors in spelling, grammar, and punctuation.	Errors in grammar and punctuation, but spelling has been proofread.	Occasional grammatical errors and questionable word choice.	Nearly error-free which reflects clear understanding and thorough proofreading.	
<b>Understanding of Educational Concepts and Literature</b>	Makes no references to sources.	Makes general reference to a source, but does not mention a specific title or author.	References are specific source, citing the author and/or the title of the document.	References at least two specific sources, citing the authors and/or titles of the documents. References are directly related to the leaders' role in influencing the larger political, social, economic, legal, and cultural context.	
<b>Critical Analysis and Application</b>	Interpretations of the author are biased without consideration of alternative points of view. Little or no effort is made to apply the course to policy and practice.	The author's positions are not carefully analyzed and do not address the key issues. Alternative points of view are superficially evaluated. Some effort is made to apply positions to policy and practice.	The author's positions are interpreted accurately, demonstrating critical thought. Alternative points of view were considered and are applied to policy and practice.	The description of the author's positions are critically analyzed and summarized. Alternative points of view are considered and convincing arguments apply the author's position to the policy and practice of communicating with all members of a diverse community.	
	focus by including irrelevant ideas.	loosely related ideas.	includes relevant ideas.	reflects clear insight and ideas. The essay demonstrates clear understanding of trends, issues, and changes in the school community.	
<b>Mechanics</b>	Frequent errors in spelling, grammar, and punctuation.	Errors in grammar and punctuation, but spelling has been proofread.	Occasional grammatical errors and questionable word choice.	Nearly error-free which reflects clear understanding and thorough	

## MAS 5050 Student Services, Climate, and Programs


## Grant Proposal

Given characteristics of a school, candidates create a grant proposal for a program and develop a budget to respond to the program.

<b>Alignment with mission, vision, and goals</b>	Little attempt has been made to target areas within funds that impact the school's goals, mission, and vision.	A limited attempt has been made to target areas within funds that will impact the school's goals, mission, and vision.	Areas have been targeted in most of the funds that can enhance the school's goals, mission, and vision.	Specific areas are clearly targeted for each of the funds that can enhance the school's goals, mission, and vision and diverse community interests and need.	
<b>Communicating with stakeholders</b>	The project does not communicate with members of the community.	The project communicates with some members of the community.	The project communicates with most members of the community.	The project communicates in at least three ways with all members of the school's diverse community.	
<b>Connection to ISLLC Standards</b>	The project does not relate to the ISLLC Standards or does so incorrectly.	The project relates to two of the ISLLC Standards.	The project relates to at least four of the ISLLC Standards.	The project is effectively connected to each of the six standards of the Interstate School Leaders' Licensure Consortium through a clear and concise description tying each Standard to the project.	
<b>Project rationale</b>	incomplete, or not tied to student achievement. There is no evidence that the project resulted from the input of others.	mention is made about the uses of group process, consensus building or problem solving in the development of the project.	clear reason for the project. There is evidence that the project is a result of group process, consensus building and problem solving.	clear and compelling reason for the project and is directly connected to student achievement. There is clear and compelling evidence that the project is a result of group process, consensus building and problem solving.	
<b>Research and best practices</b>	Evidence of research connections is missing.	Evidence of research support is limited. Any references given are vague or incorrectly applied.	Evidence is provided that the project is research-based. At least one reference is given.	Evidence is provided that the project is based on credible research and/or best practices. At least two references are given.	
<b>Primary expenditure areas</b>	It is not clear what the primary expenditure areas are for the different funds.	Primary expenditure areas for the different funds are listed by are vague.	At least four primary expenditure areas have been identified for each of the funds.	Primary expenditure areas for each fund are clearly and specifically identified. Major items may include salary, benefits, purchased services, equipment, and materials.	
<b>Revenue sources</b>	The revenue sources that support each of the funds have not been clearly identified.	A limited amount of information is provided regarding revenue sources.	Line item revenue sources have been identified that support each fund.	Specific line item revenue sources have been clearly identified that support each of the different funds. Community resources are a central part of revenue sources.	

**MAS 5060 Legal and Ethical Issues of School Leadership**

A 3-5 page paper addresses legal and ethical aspects of school leadership and the role of the building leader.

<p><b>Understands ethics, integrity, and fairness</b></p>	<p>The paper does not demonstrate understanding.</p>	<p>Understanding is not clear or limited. Examples are limited or do not accurately demonstrate</p>	<p>Ethics, integrity and fairness are understood. Two examples are included.</p>	<p>The paper demonstrates clear understanding of the role of a leader in modeling professional</p>	
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<b>Understands ethics, integrity, and fairness</b>	The paper does not demonstrate understanding.	Understanding is not clear or limited. Examples are limited or do not accurately demonstrate understanding.	Ethics, integrity and fairness are understood. Two examples are included.	The paper demonstrates clear understanding of the role of a leader in modeling professional integrity, fairness, and ethical behavior. At least three examples from practice are provided.	
<b>Applies laws fairly and accurately</b>	The paper does not demonstrate understanding.	Two or less citations are given and/or the paper does not clearly demonstrate fair and accurate application of laws.	At least three citations of cases are given.	The paper provides clear evidence that fair and accurate application of laws is essential. At least four citations of cases are given.	
<b>Understands policies, laws, and regulations</b>	The paper does not demonstrate understanding.	There is limited evidence of understanding.	There is evidence that the process and relationship of school law, policies, and regulations is understood.	The paper demonstrates clear understanding of school law, policies, and regulations. The paper clearly describes the process of policy development and the role of the school leader.	
<b>Demonstrates</b>	Writing style interferes with	Writing style and vocabulary are	Writing style is easily read and	Writing style creates interest and	

## MAS 5070 School Planning, Operations, and Finances

**Educational specifications project:** In groups of 3-4, candidates develop a plan for a school facility based on educational needs of today's diverse students.

<b>Understands operational procedures</b>	Operational procedures are not clear. Citations are not adequate or are misused.	The school's operations are unclear and/or there are fewer than three citations.	Operational procedures are defined and explained and are aligned with educational specifications. At least three citations are given.	The group project clearly demonstrates understanding of a school's operational procedures. Educational specifications are clear, concise, and reflect current instructional philosophy for the age level chosen. At least five citations are given to current research findings.	
<b>Understands safe, efficient, and effective operations</b>	Safety issues are not addressed. Citations are not given.	Safety issues are unclear, misused, and/or there are fewer than three citations given.	Safety issues are appropriately addressed. At least three citations are provided.	The group project clearly demonstrates that all areas of safety are addressed. The design	

<b>Performs as a team</b>	The team does not complete the project.	The team has some difficulty completing the task and/or work distribution is uneven.	The project team performs well and completes the task. There is evidence that workload was fairly evenly distributed.	The group project demonstrates that all group members participated with equity in the development of the project.
<b>Demonstrates effective writing skills</b>	Writing style interferes with understanding of the paper. Multiple conventions errors are present.	Writing style and vocabulary are simple and basic. Several errors in conventions appear.	Writing style is easily read and clear. Vocabulary used is accurate. There are few significant errors in conventions.	Writing style creates interest and contributes to the understanding of the work. There are no significant errors in conventions.

### MSSL Program Required Experiences in Technology

	MAS 5010 Foundations of Educational Administration	MAS 5020 Organizational Health and Performance	MAS 5030 School Personnel	MAS 5040 Curriculum & Instruction for Administrators	MAS 5050 Student Services, Climate and Programs	MAS 5060 Legal and Ethical Issues of School Leadership	MAS 5070 School Planning, Operations and Finance	EDU 5102 Assessment Strategies	EDU 5531 Today's Learner	EDU 5121 Inquiry and Research	Portfolio
1. Email											
2. Word Processing											
3. Spreadsheets											
4. Presentation Software											
5. Discussion Boards											
6. Remote Connections											
7. Web-Based Research											
8. Web-Based Social Networking											
9. Student Data Systems											
10. Web-Based Course Management											
11. Digital Meeting Software											
12. Uploading Data											



### **Assignment**

When you have completed the application process and have agreed to accept a course, Bethany Teppe [bteppe@bakeru.edu](mailto:bteppe@bakeru.edu) makes the assignment and contacts the appropriate departments. You then receive a teaching confirmation for that course.

### **Technology Assist**

If you experience any trouble with Baker technology (BlackBoard, LCD projectors, Baker email, etc.), contact the Help Desk at 785-594-4544 or [helpdesk@bakeru.edu](mailto:helpdesk@bakeru.edu).

### **Baker Email**

When you agree to teach for Baker University SOE, you are issued a Baker email account. SOE contacts you through this email address. The instructions to log onto your email account are listed below.

- Go to [www.bakeru.edu](http://www.bakeru.edu) and then “School of Education.”
- Choose “Faculty and Staff.”
- Choose “eTools.”
- Choose “MyBaker email.”
- Your username is your first initial, last name “[bteppe@spsmail.bakeru.edu](mailto:bteppe@spsmail.bakeru.edu)”
- Your password should be “**faculty.**”

Remember to check your Baker email account frequently. If you have any questions or problems with your Baker email, contact the Help Desk at 785-594-4544 or [helpdesk@bakeru.edu](mailto:helpdesk@bakeru.edu).

### **TaskStream**

TaskStream is an online program used by the MSSSL program to create student portfolios. MAS course instructors receive an account with a username and password from Sandee Jamour before they begin the course. Each instructor is required to have students upload specific assignment(s) included in the student’s portfolio. The instructor is also required to complete a professional skills about each student at the completion of the course. If you have questions or problems concerning TaskStream, contact Sandee Jamour [sjamour@bakeru.edu](mailto:sjamour@bakeru.edu) or 913-344-1223.

### **Facilities**

SOE pays for use of facilities in cohort locations and at Baker buildings. If you need to be absent, an emergency causes the class to be cancelled, or you plan an off site class, contact Bethany Teppe [bteppe@bakeru.edu](mailto:bteppe@bakeru.edu) (in Wichita, Mike Meier [mmeier@bakeru.edu](mailto:mmeier@bakeru.edu)) in advance or as soon as possible so room arrangements can be cancelled for that evening.

### **Faculty Portal**

Each student and adjunct has a portal that includes program and course information. On the faculty portal, you can access cohort locations and class lists, submit class attendance and final grades, and find a reimbursement form. For faculty portal access information and password, contact Sandee Jamour [sjamour@bakeru.edu](mailto:sjamour@bakeru.edu)

### **Textbooks**

It is your responsibility to order texts for students in your assigned course. The approved texts for the MSSL and MAEd programs are listed in the Curriculum Guides under “Resources.” As early as possible before your assigned course begins, contact Eric Braun for textbooks at [ebraun@bakeru.edu](mailto:ebraun@bakeru.edu) 913-344-6075 and copy Bethany Teppe [bteppe@bakeru.edu](mailto:bteppe@bakeru.edu) (in Wichita), Mike Meier [mmeier@bakeru.edu](mailto:mmeier@bakeru.edu) ) on the order. Textbooks are delivered directly to the students or are in the room when you arrive the first night of the course. If you arrive to find missing books the first night of a course, first contact the front desk person in the Baker building (in cohort locations, contact Erik Braun as soon as possible).

### **Syllabus**

A syllabus template is included in this Curriculum Guide. Use this template to complete the syllabus for your assigned course. The rubrics for the required courses included in this Curriculum Guide must be a part of the syllabus.

Send an updated syllabus before this course begins (and before you make copies to give to students) to Bethany Teppe [bteppe@bakeru.edu](mailto:bteppe@bakeru.edu) (in Wichita) Mike Meier [mmeier@bakeru.edu](mailto:mmeier@bakeru.edu) ) as an attachment. You do not have to send a syllabus to any other request.

### **Attendance**

Attendance must be taken and submitted to the faculty portal after each class time. Note: Accurately reporting attendance is a mandatory faculty responsibility; it is not at the instructor’s discretion. Our new computing system documents attendance for two very important systems: financial aid and student records. The enrollment department also depends on a numbers report that is compiled monthly for each course. Careful attention to this detail reduces multiple problems for our students and our record departments.

In event of a class time cancellation, a makeup date must be decided and approved by Bethany Teppe [bteppe@bakeru.edu](mailto:bteppe@bakeru.edu) or Mike Meier in Wichita [mmeier@bakeru.edu](mailto:mmeier@bakeru.edu)

If a student is absent two class times, contact Whitney Farnham [wfarnham@bakeru.edu](mailto:wfarnham@bakeru.edu) in Student Services as soon as possible.

### **Grades**

Final grades (in letter form) must be entered to the portal **8 days** after the course ends. If you have final papers to be returned to students, please ask for a self-addressed stamped envelope on your syllabus and mail the papers within **2 weeks** or have students submit assignments electronically and return them the same way. SOE does not reimburse for travel or postage to return assignments.

### **End of Course (EOC) Surveys**

A paper student EOC survey is used in cohorts and other SOE sites. In cohort locations, the class rep is responsible for the EOC survey after the course ends and the instructor has left the classroom the last evening. In open enrollment, ask someone to take the responsibility to hand out, pick up, and deliver EOC surveys to the person at the front desk.

### **MLA Standards**

SOE programs with the exception of the EdD program use the MLA Standards for written assignments. If you would like an “MLA Style Guide” for use with the course assignments, you can find one online at [www.bakeru.edu](http://www.bakeru.edu) or request one from SOE.

## Weather

In all seasons, adverse weather may affect course dates. Stay in touch with Bethany Teppe [bteppe@bakeru.edu](mailto:bteppe@bakeru.edu) or her cell 816-896-0524 as well as the class rep on days with inclement weather. In Wichita, stay in touch with Mike Meier [mmeier@bakeru.edu](mailto:mmeier@bakeru.edu) SOE makes the call for open enrollment closings by 3:00. For cohorts in locations besides Baker buildings, SOE takes into consideration the district's closing. Information about closings is posted on the website [www.bakeru.edu](http://www.bakeru.edu) by 3:00 on the day of the adverse weather.

## Collins Library

Instructors as well as students are invited to use Baker University Collins Library. Students log on with the ID number from their BU cards; the pin is each student's last four digits of their SS#. The following is a temporary ID number: 10000200047750 and PIN: 7075 if a student or instructor does not have a Baker University ID card.

## Payment and Reimbursement

An adjunct instructor receives \$2100. For questions about payment, mileage, and other reimbursement, contact Sandee Jamour at [sjamour@bakeru.edu](mailto:sjamour@bakeru.edu). When a course ends, if grades are submitted by the 1st of the month, payment is the 15<sup>th</sup> of the month; if grades are submitted by the 15<sup>th</sup> of the month, payment is made the last day of the month. For all reimbursements, prior approval and a receipt is required.

## Moodle

Moodle is a course management online system and is encouraged for use with both online and on ground courses. An approximate timeline follows:

- 8 weeks from course date: Instructor notifies Sandee Jamour [sjamour@bakeru.edu](mailto:sjamour@bakeru.edu) of the need for a Moodle course shell.
- 7 weeks from course date: Sandee creates a course in Moodle Test which the instructor uses to design the course. The instructor receives a notice that the Test shell is available.
- 6 weeks from course date: Sandee creates the course in Moodle Live, assigns the instructor, and links the course to BakerVue to enroll the students in the Moodle course. Any changes to student enrollment from this point on are automatically updated in the Moodle course.
- 2 weeks from course date: An instructor completes the course design in Moodle Test.
- 2 weeks from course date: Students receive information and a Moodle tutorial instructing them how to log in to Moodle.
- 1 week from course date: An instructor backs up the course content in Moodle Test and saves the course to a personal computer. The process is not complete without this step. An instructor then transfers content to the course in Moodle Live.

## Baker University Building Locations

Overland Park SOE offices  
8001 College Blvd  
Overland Park, KS 66210  
913-491-4432

Lee's Summit Baker University  
1278 Windsor Drive  
Lee's Summit, MO 64086  
816-582-3218

Topeka Baker University  
2641 SW Wannamaker  
Suite 102  
Topeka, KS 66614  
785-272-6442

Baker University  
College of Arts and Sciences  
P.O. Box 65  
618 Eighth Street  
Baldwin City, KS 66006  
785-594-6451

Overland Park SOE Classrooms  
7301 College Blvd  
Overland Park, KS 66210  
913-344-1277

Northland Baker University  
Northpointe Circle 2  
7509 NW Tiffany Springs Pkwy  
Suite 102

Wichita Baker University  
3450 North Rock Rd  
Bldg 400

Kansas City, MO 64150  
816-880-6643

Wichita, KS 67226  
316-636-2322

<b><u>WHO TO CALL AT BAKER UNIVERSITY</u></b>				
Main Phone: (913) 491-4432 / SOE Fax: (913) 696-1997				
<b>website:</b> <a href="http://www.bakeru.edu">www.bakeru.edu</a>				
<b>ACADEMIC RECORDS</b>				
	Tim Sullivan	Registrar	<a href="mailto:tsullivan@bakeru.edu">tsullivan@bakeru.edu</a>	913-344-6018
				Fax
<b>BAKER SITE CONTACTS</b>				
	Ian Hoffman	Topeka Campus Classrooms	<a href="mailto:topeka-res@bakeru.edu">topeka-res@bakeru.edu</a>	785-272-6442
	Dane Calvert	Wichita Campus Classrooms	<a href="mailto:wich-res@bakeru.edu">wich-res@bakeru.edu</a>	316-636-2322 ext 6324
	Courtney Hundley	Northland Campus Classrooms	<a href="mailto:chundley@bakeru.edu">chundley@bakeru.edu</a>	816-880-6643
	Paula Kelly	Lee's Summit Campus Classrooms	<a href="mailto:pkelly@bakeru.edu">pkelly@bakeru.edu</a>	816-582-3218
	Jesse Laird	Overland Park Campus Classrooms	<a href="mailto:jlaird@bakeru.edu">jlaird@bakeru.edu</a>	913-344-1278
<b>EDUCATIONAL RESOURCES</b>				
	Erik Braun	Book Orders & Delivery	<a href="mailto:ebraun@bakeru.edu">ebraun@bakeru.edu</a>	913-344-6175
<b>LIBRARY</b>				
	Irene Weiner	University Librarian	<a href="mailto:iweiner@bakeru.edu">iweiner@bakeru.edu</a>	785-594-8445
	Carolyn Clark	University Librarian	<a href="mailto:cclark@bakeru.edu">cclark@bakeru.edu</a>	785-594-4543
<b>SCHOOL OF EDUCATION</b>				
	Peggy Harris	School of Education Dean	<a href="mailto:pharris@bakeru.edu">pharris@bakeru.edu</a>	785-594-8492
	Harold Frye	Department Chair	<a href="mailto:hfrye@bakeru.edu">hfrye@bakeru.edu</a>	913-344-1220
	Steve Groninga	Licensure Officer	<a href="mailto:sgroninga@bakeru.edu">sgroninga@bakeru.edu</a>	913-344-1221
	Mike Meier	Education Coordinator (Wichita)	<a href="mailto:mmeier@bakeru.edu">mmeier@bakeru.edu</a>	316-636-2322
	Bethany Teppe	Education Coordinator (O.P.)	<a href="mailto:bteppe@bakeru.edu">bteppe@bakeru.edu</a>	913-344-1229

<b>SOE STUDENT SERVICES</b>				
	Kristen Farha	Student Advisor in Wichita	<a href="mailto:kfarha@bakeru.edu">kfarha@bakeru.edu</a>	316-636-2322 ext 6314
	Whitney Farnham	Student Advisor in Overland Park	<a href="mailto:wfarnham@bakeru.edu">wfarnham@bakeru.edu</a>	913-344-1238
	Amber Knoettgen	Student Advisor in Topeka	<a href="mailto:azenger@bakeru.edu">azenger@bakeru.edu</a>	785-272-6442 ext 6219
<b>TASKSTREAM</b>				
	Sandee Jamour	TaskStream Administrator	<a href="mailto:sjamour@bakeru.edu">sjamour@bakeru.edu</a>	
<b>MAILING ADDRESS:</b>		Baker University		
		School of Education		
		8001 College Blvd, Suite 100		
		Overland Park, KS 66210		

**NOTES**