

# **BAKER UNIVERSITY SCHOOL OF EDUCATION**



1858

## **MASTER OF ARTS IN SCHOOL LEADERSHIP AND MASTER OF ARTS IN EDUCATION POLICY AND PROGRAMS HANDBOOK**

**The Mission of the School of Education (SOE) is to develop exemplary educational leaders.**

**The SOE Vision reflects the above mission statement and the belief that exemplary educational leaders must**

- **Advocate for, be committed to, and care about all students and their learning successes;**
- **Have a strong knowledge base and sense of beliefs and values supported by educational research and best practices;**
- **Have the commitment, passion and skills to transfer knowledge, beliefs and values into policy and practice; and**
- **Maintain an unremitting drive for improvement.**

**Amended August 2007**

**Baker University**  
**School of Education**  
**Master of Arts in Education and Master of Arts in School Leadership**  
**Policy and Programs Handbook**

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# **BAKER UNIVERSITY**

## **THE MASTER OF ARTS IN SCHOOL LEADERSHIP and THE MASTER OF ARTS IN EDUCATION POLICY AND PROGRAMS HANDBOOK**

This handbook serves as the official document of policies, programs and operating procedures for Baker University's Master of Arts in School Leadership (MASL) and the Master of Arts in Education (MAEd). The policies and operating procedures stated in this document, which are in force at the time a potential candidate enters either the MASL or MAEd program, are the policies and procedures a candidate must fulfill by the completion of his/her program.

The MASL open enrollment program is located at the Overland Park and Wichita sites. An MASL cohort is located in Topeka. The MAEd program is located at multiple Kansas and Missouri sites. As reflected in the separate handbooks, all undergraduate and graduate teacher education programs are closely linked in their conceptual frameworks, evaluation processes, and governance structures.

### **BAKER UNIVERSITY STATEMENT OF MISSION**

Baker University is an intentional community dedicated to excellence in liberal and professional education, the integration of learning with faith and values, and the personal development of each community member. As a community of learning, the University is committed to freedom of inquiry and expression, breadth of understanding, excellence in scholarship, and genuine dialogue in which both students and faculty are active participants. As a community of faith and learning, the University affirms its Judeo-Christian heritage and its relationship to the Kansas East Conference. As a community dedicated to the personal growth and to career preparation, the University seeks to develop the abilities of its members in the interest of service to the wider community and the world.

Because of these commitments, Baker University conserves the values of its educational tradition while meeting the changing needs of students and society by providing excellent liberal arts education and sound professional education based in the liberal arts tradition. While affirming its primary calling to educate recent high school graduates, the University also accepts the challenge of providing innovative educational programs to meet the life-long learning needs of adults in its service region.

## **SECTION I THE MASL AND MAEd CONCEPTUAL FRAMEWORK**

### **Program Mission**

The Mission of the School of Education (SOE) is to develop exemplary educational leaders.

The SOE Vision reflects the above mission statement and the belief that exemplary educational leaders must

- Advocate for, be committed to, and care about all students and their learning successes;
- Have a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Have the commitment, passion and skills to transfer knowledge, beliefs and values into policy and practice; and
- Maintain an unremitting drive for improvement.

### **MASL and MAEd Program Vision and Philosophy Statement**

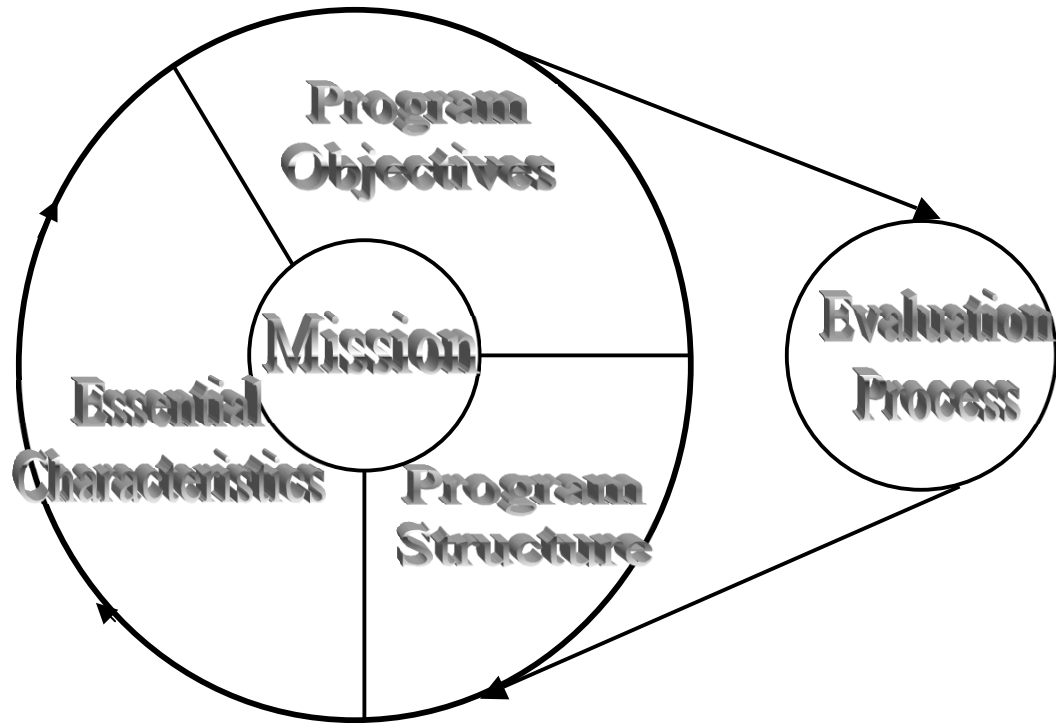
All SOE undergraduate and graduate teacher education programs have adopted professional skills and personal dispositions deemed necessary to become exemplary professional educators and leaders. The program objectives differ because objectives are specific for the development of candidates in a given program.

The SOE teacher education program believes objectives must align with standards and/or indicators reflecting research and best practices. For this reason, each program is aligned with the research groups identified below. In addition, candidate assessments and/or candidate activities are aligned with the research based program objectives and/or indicators. Program objectives and assessments have been identified in course syllabi. Measuring student performance on program objectives is essential to continuous program improvement.

The research bases used to support the MASL and MAEd teacher education programs include

- A. The Interstate School Leaders Licensure Consortium (ISLLC) standards and the Kansas State Department of Education Building Administrative Standards have been used as the base for the MASL building administrator program objectives.
- B. The National Professional Board for Professional Teaching Standards (NBPTS) has been closely linked to the MAEd program objectives.
- C. The MASL professional skills have used research components from the Gallup perceivers as a resource.
- D. The research base used for the personal dispositions was originally conducted by Dr. Arthur Combs at the University of Florida and further developed by Eastern Kentucky University.

## MODEL FOR THE CONCEPTUAL FRAMEWORK



The two-wheel model developed for the Baker University School of Education (SOE) conceptual framework accurately represents the SOE's philosophy and vision. The conceptual framework serves as a dynamic guide for education which is represented by a larger revolving wheel composed of four elements, driven by a smaller wheel containing the evaluation process. The three outer components in the larger wheel, which include the Program Objectives, the Program Structure, and the Essential Characteristics, rotate about the SOE mission statement. This model illustrates the never-ending relationship the three outer components of the first wheel have to each other and to the SOE Mission and how the evaluation process drives the components in the first wheel. The model represents the dynamic process necessary for designing programs that develop exemplary and relevant educational leaders.

## **MASTER OF ARTS IN SCHOOL LEADERSHIP (MASL)**

### **Mission Statement**

The **Mission** of the School of Education (SOE) is to develop exemplary educational leaders.

The SOE **Vision** reflects the above mission statement and the belief that exemplary educational leaders must

- Advocate for, be committed to, and care about all students and their learning successes;
- Have a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Have the commitment, passion and skills to transfer knowledge, beliefs and values into policy and practice; and
- Maintain an unremitting drive for improvement.

### **Program Essential Characteristics**

The University believes there are essential characteristics associated with becoming an exemplary instructional leader. These essential characteristics are categorized in the two 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 these skills and dispositions are developed, the MASL program continuously monitors candidate progress, ensuring effective instructional leadership in the twenty-first century.

#### **Professional Skills**

The SOE believes an exemplary professional educator evinces the following Professional Skills; therefore, the MASL candidate must demonstrate the following:

1. A strong educational knowledge base that aligns with authorities in the field, research and/or best practices;
2. Written communication skills that enable the candidate to write ideas clearly, using good 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; 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**

The SOE believes an exemplary professional educator evinces the following four Personal Dispositions; therefore, the MASL candidate must believe the following:

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.

## **MASL Program Objectives**

The MASL program develops exemplary educational leaders who demonstrate the ability to promote success for all students. The MASL 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.

A program candidate

1. Facilitates the development, articulation, implementation, and stewardship of a vision of learning shared and supported by the school community ensuring the following:
  - a) The school's vision, mission, and goals are cooperatively developed by all members of the school community and effectively communicated to all stakeholders;
  - b) The vision, mission, and goals shape all educational programs, plans, and actions;
  - c) Assessment and demographic data are used in the decision making process and the development of school goals and strategies;
  - d) Leadership beliefs, values, and behaviors that impact student learning are formulated into personal leadership positions and applied to policy and practice;
  - e) The school's vision, mission, and implementation plans are regularly monitored, evaluated, and revised; and
  - f) Candidates understand and implement leadership practices that enhance learning.
2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth ensuring the following:
  - a) A culture of high expectations for self, student, and staff performance exists to ensure success for all;
  - b) Diverse and exceptional learners are considered in the development of instructional programs that meet the needs of all learners;
  - c) Curricular and co-curricular programs are based on research, teacher expertise, and the learned society and are in concert with the school's vision and mission;
  - d) Professional learning communities are developed for the purpose of enhancing student learning;
  - e) Results-based professional growth opportunities are designed, implemented and evaluated;
  - f) Technologies are used to enhance teaching and learning; and

- g) The personnel evaluation process is effectively administered for faculty and staff.
3. Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment ensuring the following:
    - a) Operational procedures are designed and managed to maximize opportunities for successful learning;
    - b) Human resources are designed to achieve the vision and goals of the school;
    - c) The school is operated safely, efficiently, and effectively, including the implementation of crisis management plans;
    - d) Fiscal, material and public resources are managed responsibly, efficiently, and effectively to achieve the vision and goals of the school;
    - e) Legal issues impacting all operational aspects of the school setting are understood and effectively administered;
    - f) Technology is effectively used to manage school operations; and
    - g) Confidentiality and privacy of records are maintained.
  4. Collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources ensuring the following:
    - a) High visibility, active involvement, and communication with the larger community is a priority;
    - b) Effective communication, group processes, consensus building, problem solving, and conflict resolution skills are developed and used;
    - c) Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support common goals;
    - d) Diversity of populations and opinions are recognized and valued and community stakeholders are treated equitably; and
    - e) A comprehensive program of community relations is developed with the school community.
  5. Acts with integrity, fairness, and in an ethical manner ensuring that the administrator
    - a) Demonstrates an understanding of personal and professional codes of ethics;
    - b) Models professional integrity, fairness, and ethics in all professional relationships;
    - c) Treats all persons fairly, equitably, and with dignity;
    - d) Applies laws and procedures fairly and accurately; and
    - e) Protects the rights and confidentiality of students and staff.
  6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural context ensuring the following:
    - a) Trends, issues, and changes occurring in the school community are addressed;
    - b) The school community works within the framework of policies, laws and regulations enacted by local, state, and federal authorities;
    - c) Communications are maintained with all members of a diverse community;
    - d) A visible presence in the school community;
    - e) An understanding of the political dynamics of the school community; and
    - f) An effort to influence stakeholders who impact the school community.

## MASL Program Assessments

The MASL program

1. Aligns the MASL program objectives to ISLLC standards and KSDE building administration program standards. Program assessments are closely associated with program objectives to help assure that candidate performance is assessed on all program objectives and ISLLC/KSDE building administrator standards.
2. Requires all candidates to complete an electronic portfolio linking candidate performance to program objectives. All MASL core courses require candidates to submit electronically performance assessments linked to program objectives. These assessments are evaluated on line.
3. Requires each candidate to maintain a cumulative 3.25 GPA on all graduate courses prior to program completion. Not more than one "C" grade is accepted on courses approved for the MASL program. "D" or "F" grades are not acceptable.
4. Requires each candidate to maintain a composite average of 3.5 (5.0 scale) on the Professional Skills Surveys completed by professors in MASL courses (See rubric pg. 29).
5. Requires each candidate to participate in the dispositions' assessment, which provides University faculty as well as the candidate an opportunity to evaluate each candidate's progress on the dispositions. The results of the disposition instruments are used as one tool in predicting the probability of a candidate's success in school administration. This evaluation process may be used for counseling purposes.
6. Utilizes the following evaluation instruments with the stated frequency:
  - a. Candidate Performance on MASL Program Objectives – Candidate performance is assessed and measured in all MASL core courses program objectives. The primary instrument used to measure candidate performance on program objectives is the electronic portfolio. Performance assessments are submitted and evaluated via the TaskStream electronic portfolio, thus ensuring the tracking of candidate's performance on MASL program objectives.
  - b. Candidate's Perception of Progress on MASL Program Objectives - At the end of each MASL course and Directed Field Experience (DFE), each candidate completes a self-rating of his or her perceived effectiveness and abilities on each of the program objectives (See pg 38). At the completion of each MASL course and DFE, each candidate completes a reflection of progress on program objectives.
  - c. Candidate End of Course Survey - Each candidate completes an "End of Course Survey" for each course. The survey consists of the candidate's evaluation of the course objectives, course content, and the instructor's performance.
  - d. Employer Program Appraisal Form - At the end of the first and third years following a candidate's program completion, employers of MASL program completers are asked to complete an anonymous rating of a graduate's effectiveness on each of the program objectives.
  - e. Evaluation of Directed Field Experience (DFE) - Administrative mentors and supervisors of the MASL DFE complete two evaluations linked to program objectives.
  - f. Baker Graduate Appraisal Form - Graduate Appraisal Forms are sent to MASL program completers toward the end of the first and third year following the

completion of their MASL program. Each program completer is asked to complete a rating of perceived effectiveness on each of the program objectives (See pg 43).

### **Candidate Educational Portfolios**

All MASL and MAEd candidates seeking program completion and/or licensure are required to develop a personal portfolio of educational artifacts addressing program objectives and program standards. Portfolio expectations are discussed in MASL and MAEd orientations.

The results gathered from all program assessments are reviewed annually by the program faculty, the SOE Advisory Council, and the SOE Graduate Education Committee (GEC) for the purpose of evaluating and making recommended program changes.

## **MASTER OF ARTS IN EDUCATION (MAEd)**

### **Mission Statement**

The **Mission** of the School of Education (SOE) is to develop exemplary educational leaders.

The SOE **Vision** reflects the above mission statement and the belief that exemplary educational leaders must

- Advocate for, be committed to, and care about all students and their learning successes;
- Have a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Have the commitment, passion and skills to transfer knowledge, beliefs and values into policy and practice; and
- Maintain an unremitting drive for improvement.

### **Program Objectives**

The MAEd program develops exemplary educational leaders who can demonstrate the objectives identified below. These objectives are closely linked with the National Board for Professional Teaching Standards (NBPTS) Propositions. The numbers noted in parenthesis indicate the NBPTS Proposition and/or the indicators to which the program objective aligns.

A program candidate demonstrates

1. Professional skills in using instructional strategies and methods of inquiry supported by wisdom of practice and educational research (1a, 1b, 4a, 4b);
2. Decision making and planning skills that are based on knowledge of content area, best practices, and curriculum goals (2a, 2b, 2c, 3a, 3b);
3. A commitment to ethical practices and professional standards (1d, 3d);

4. The ability to select and develop learning objectives at the correct level of difficulty (1a, 2a, 2b, 2c, 3a, 3c, 3b);
5. The ability to understand the role of public/private education in society (1a, 2a, 2b, 2c, 3a, 3c, 4a,);
6. The ability to develop and interpret multiple assessment strategies (formal and informal) to help ensure the continuous development of the learner (3a, 3c);
7. The knowledge of the social, historical, and philosophical foundations of education (3d);
8. The ability to incorporate different approaches to learning in the instructional process (1a, 1b, 1c, 3a, 3b);
9. A strong advocacy for students, lifelong learning, and the freedom of inquiry (1c, 1d, 4b, 5b);
10. The ability to become inclusive educators who can provide service to and build on experiences from all members of a diverse learning community (1c, 5a, 5b, 5c);
11. The ability to diagnose educational problems and devise prescriptive strategies (1a, 3,c);
12. The ability to integrate learning experiences for learners at different levels (1a, 1b, 1d 3b);
13. The ability to collaborate with educators at the different levels (5a);
14. A willingness to build teacher leadership capacity (5a, 1d, 4b); and
15. Technology skills for gathering and analyzing information, enhancing instructional practices, increasing professional productivity, and managing educational change (1d, 2b, 5a, 5c).

### **MAEd Program Assessments**

#### The MAEd program

1. Links the MAEd program objectives with required courses in the MAEd program. Course assessments are closely associated with the program objectives and the National Board for Professional Teaching Standards (NBPTS) to help assure that candidate performance is assessed on all program objectives.
2. Requires each applicant to complete a program portfolio linking candidate performance to program objectives;
3. Requires each candidate to maintain a cumulative 3.0 GPA on all graduate courses prior to program completion. Not more than one "C" grade is accepted on courses approved for the MAEd program. "D" and "F" grades are not acceptable.
4. Utilizes the following evaluation instruments with the stated frequency:
  - a. SOE End of Program Evaluation Form - Prior to the completion of the MAEd program, each program participant provides a rating of effectiveness on each of the program objectives.
  - b. Employer Program Appraisal Form - At the end of the first and third years following program completion, employers of MAEd program completers are asked to complete an anonymous rating of the graduate's effectiveness on each of the program objectives. (See pg 42)
  - c. MAEd Candidate End of Course Survey - All program participants complete an "End of Course Survey" for each MAEd course. The survey consists of the

candidate's evaluation of the course objectives, course content, and the instructor's performance.

- d. Baker Graduate Appraisal Form - Graduate Appraisal Forms are sent to MAEd program completers toward the end of the first and third year following the completion of the MAEd program. Each program completer is asked to complete a rating of effectiveness on each of the program objectives.

### **Candidate Educational Portfolios**

All MASL and MAEd candidates seeking program completion and/or licensure are required to develop a personal portfolio of educational artifacts addressing program objectives and program standards. Portfolio expectations are discussed in MASL and MAEd orientations.

The results gathered from all program assessments are reviewed annually by the program faculty, the SOE Advisory Council, and the SOE Graduate Education Committee (GEC) for the purpose of evaluating and making recommended program changes.

## **SECTION II GOVERNANCE**

The School of Education (SOE) faculty and administration play a major role in formulating policy recommendations; however, all policies must be approved by the SOE Professional Education Council (PEC). Recommendations and decisions within the SOE are made by the following groups and/or persons:

### **1. The SOE Dean**

The SOE Dean provides the leadership to plan, deliver, and operate coherent programs of study for all undergraduate and graduate education programs. The SOE Dean assumes oversight responsibilities for all SOE undergraduate and graduate programs including, but not limited to, employment of faculty and staff, program modifications, curriculum, accreditation, licensure, budgeting, and governance.

### **2. The SOE Professional Education Council**

The SOE Professional Education Council (PEC) serves as the major policy-making body for formulating all undergraduate and graduate education program policies. The PEC meets monthly and conducts other meetings as necessary. The PEC is composed of a) Chairs of the undergraduate and graduate Departments of Education; b) the Dean of the SOE (ex-officio member with voice but without voting privileges); c) the CAS and SPGS Directors of Academic Records (ex-officio members with voting privileges); and all SOE faculty/staff serving ½ time or more. The Chairs of the undergraduate and graduate Departments of Education cooperatively prepare agendas and act as co-chairs for the PEC.

The primary responsibilities of the PEC include the following:

- a) Approve academic programs, curriculum, policies and procedures for the undergraduate and graduate education programs. The CAS will retain the authority to determine the undergraduate general education curriculum for all SOE undergraduate candidates;
- b) Approve undergraduate and graduate education curriculum modifications;
- c) Approve undergraduate and graduate program assessment requirements including admission, candidate progress, and graduation requirements for all education programs;
- d) Serve as a resource for the employment of faculty; and
- e) Make recommendations to the SOE Dean for policy and program change.

Minutes of all PEC meetings are distributed to each Council member and a copy is kept on file. Members of the PEC are invited to attend each SOE Education Advisory Council meeting.

PEC recommendations and decisions are forwarded to the SOE Dean for approval prior to submission to the University Academic Council (UAC). The SOE Dean serves on the UAC. UAC policy approval moves to the University Board of Trustees.

### **3. Undergraduate and Graduate Departments of Education**

The undergraduate Department of Education and the graduate Department of Education each meet monthly. The undergraduate and graduate Departments of Education serve as vehicles for making recommendations for program and policy changes to the separate undergraduate and graduate education committees (see UTEC and GEC below). Minutes of the undergraduate and graduate department meetings are maintained for future reference. The undergraduate and graduate department meetings are chaired by the undergraduate or graduate department chair.

### **4. Undergraduate and Graduate Education Committees**

The undergraduate department of education reports to the Undergraduate Teacher Education Committee (UTEC) and the graduate department of education reports to the Graduate Education Committee (GEC). Action taken by the GEC is submitted to the SPGS Faculty Senate for review and feedback, and feedback is considered at the following GEC meeting. Action taken by the separate UTEC and GEC, following faculty senate feedback, is submitted to the SOE PEC for consideration. The chairs of the undergraduate and graduate departments chair their respective UTEC and GEC and co-chair the PEC.

The GEC is composed of all Graduate School of Education and Liberal Arts faculty members serving ½ time or more, the SOE education specialists, one adjunct faculty member from each SOE and Liberal Arts program, one student representative from the graduate SOE programs, the Director of Graduate Liberal Arts and Education Programs, and the Director of Student Services. The Dean of the SOE shall serve as an ex officio member without vote.

Responsibilities of the GEC include the following:

- a) Recommend curriculum and academic procedures to the PEC;
- b) Recommend program policies and operational procedures to the PEC;
- c) Review candidate progress and approve program candidates for field experience placement;
- d) Make recommendations to the PEC regarding assessment requirements including admission, program progress, and graduation requirements; and
- e) Serve as a resource for the employment of faculty.

#### **5. Undergraduate and Graduate Department Chairs**

The undergraduate and graduate Department Chairs report directly to the SOE Dean; however, chairs are responsible for communicating with their respective CAS or SPGS Dean. The undergraduate and graduate Department Chairs, and/or their representatives, serve on the respective CAS and SPGS EPCs and Faculty Senates. The department chairs also serve as communication links with all faculty and staff at their respective levels and assist with licensure issues.

#### **6. School of Education Advisory Council**

The SOE Education Advisory Council (EAC) serves in an advisory capacity for all undergraduate and graduate SOE programs. The EAC meets annually to evaluate program data and make recommendations to the PEC for program change. The EAC is composed of the a) Dean of the SOE (who will chair the EAC); b) the undergraduate and graduate education program chairs; c) all SOE faculty and staff serving at least ½ time; d) area school administrator and teacher educator representatives; and (e) student or graduate representatives for each education program.

The primary responsibilities of the SOE EAC include the following:

- a) Evaluate the effectiveness and relevance of undergraduate and graduate education programs, design, delivery, and curriculum;
- b) Annually review education program data and assessment instruments; and
- c) Make recommendations to the SOE Dean and PEC relating to necessary program changes and/or modifications.

#### **7. Program modifications resulting in program or policy changes must be approved in the stated sequence by the following:**

- Undergraduate and/or graduate departments of education;
- Undergraduate and Graduate Education Committees (UTEC and GEC);
- Report to CAS and SPGS Faculty Senates for feedback prior to submission to the UTEC and/or GEC for final action;
- Professional Education Council;
- The School of Education Dean;
- The University Academic Council;
- The University President; and
- The Baker University Board of Trustees.

**SECTION III**  
**MASL REQUIRED CORE COURSES, COMMON STRANDS and**  
**BASIC ASSUMPTIONS**

The MASL program has designed eight courses reflecting all program objectives. Candidates are required to demonstrate competence on program objectives identified in each course.

The eight courses are the following:

- MAS 5010 Foundations of Educational Administration;
- MAS 5020 Organizational Health and Performance;
- MAS 5030 School Personnel;
- MAS 5040 Curriculum and Instruction for Administrations;
- MAS 5050 Student Services, Climate, and Programs;
- MAS 5060 Legal and Ethical Issues of School Leadership;
- MAS 5070 School Planning, Operation, and Finances; and
- MAS 5500 Directed Field Experience.

Each of the eight required courses has five common supporting strands:

- A. Leadership and Professional Practices (Program Objectives 1 & 5);
- B. School Culture and Instruction (Objective 2);
- C. Management of the Organization (Objective 3);
- D. Communication and Collaboration Skills (Objective 4 & 6); and
- E. Legal Rights and Responsibilities (Objective 3).

The six basic assumptions guiding the MASL program are the following:

1. One's beliefs and values are 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.

**SECTION IV**  
**COURSE REQUIREMENTS FOR THE MASL AND MAEd PROGRAMS**

**MASTER OF ARTS IN SCHOOL LEADERSHIP (MASL) 37-hour program**

**Leadership Core Requirements:** *Required of all MASL candidates (21 hours of core requirements)*

Course Number	Course Title	Credits
<b>MAS 5010</b>	<b>Foundations of Educational Administration</b> <i>(prerequisite to CORE MASL courses)</i>	<b>3</b>
<b>MAS 5020</b>	<b>Organizational Health and Performance</b>	<b>3</b>
<b>MAS 5030</b>	<b>School Personnel</b>	<b>3</b>
<b>MAS 5040</b>	<b>Curriculum and Instruction for Administrators</b>	<b>3</b>
<b>MAS 5050</b>	<b>Student Services, Climate and Programs</b>	<b>3</b>
<b>MAS 5060</b>	<b>Legal and Ethical Issues of School Leadership</b>	<b>3</b>
<b>MAS 5070</b>	<b>School Planning, Operation, and Finances</b>	<b>3</b>
	<b>Total Hours</b>	<b>21</b>

**Education Core Requirements:** *Required of all MASL candidates*

Course Number	Course Title	Credits
<b>EDU 5102</b>	<b>Assessment Strategies</b>	<b>3</b>
<b>EDU 5121</b>	<b>Inquiry and Research</b>	<b>3</b>
<b>EDU 5531</b>	<b>Today's Learner</b>	<b>3</b>
	<b>Instructional technology course</b>	<b>3</b>
	<b>Total Hours</b>	<b>12</b>

\*A Kansas licensure-only program of study is determined by Academic Records.

Field Experience:	Course Title	Credits
<b>MAS 5504</b>	<b>Directed Field Experience</b>	<b>4</b>

\*A candidate may apply for the DFE upon completion of 12 credit hours of MASL core courses and 6 credit hours of MAEd core courses. A candidate must complete 15 credit hours of MASL core courses and 9 hours of MAEd core courses prior to beginning the DFE.

**MASTER OF ARTS IN EDUCATION (MAEd) 36-hour program**

**Education Core Requirements:** *Required of all MAEd candidates (15 hours of core requirements)*

Course Number	Course Title	Credits
<b>EDU 5101</b>	<b>Learning Theories and Instruction</b>	<b>3</b>
<b>EDU 5102</b>	<b>Assessment Strategies</b>	<b>3</b>
<b>EDU 5103</b>	<b>Curriculum Development and Design</b>	<b>3</b>
<b>EDU 5531</b>	<b>Today's Learner</b>	<b>3</b>
	<b>Research Component</b>	<b>3</b>
	<b>Total Hours</b>	<b>15</b>

**Liberal Arts Core Requirement:**

*Required of all MAEd candidates (12 hours of liberal arts electives)*

(Selection from Art, History, Literature, Philosophy, Religion, Social Science or Science & Culture)

<b>Liberal Arts Electives</b>	<b>12</b>
<b>Total Hours</b>	<b>12</b>

**Approved Education Electives:**

<b>Approved Education Electives</b>	<b>9</b>
<b>Total Hours</b>	<b>9</b>

Graduate credit is available for students who are pursuing or have pursued National Board Certification. At the Candidacy level (10 entries completed), 3-credit hours are available, and at the Achievement level, an additional 3-credit hours are available. Registration forms can be found at SOE or the Office of the Registrar. The form is not processed until an official transcript is received from ACE showing Candidacy and/or Achievement.

**SECTION V  
EDUCATIONAL POLICIES for GRADUATE PROGRAMS**

**It is the responsibility of each MAEd and MASL student to be aware of and to meet the requirements for graduation and to adhere to all rules, regulations, and**

**deadlines published in the SPGS/SOE catalog and student policies and procedures handbook in effect when the student enrolls in a program.**

The educational policies affecting a student's program of study are listed but not limited to the following:

**Attendance Policy**

Attendance at all class meetings is mandatory. Because a large portion of the learning in the MAEd and MASL programs takes place in during class time, absences may impact a student's grade or jeopardize continued enrollment in the course.

In the case of an absence, the student must 1) notify the faculty member prior to the absence; 2) make arrangements to complete missed assignments, and 3) complete additional make-up work if allowed by the instructor. It is at the instructor's discretion to assign a lower grade because of a class absence.

Under no circumstances may a student miss more than 40% of course meeting hours and receive credit for the course. This is a University wide policy and not at the discretion of the instructor. A student who misses 40% of a course is required to repeat the course with additional tuition expense for that course.

**Academic Misconduct**

All work submitted by a student must represent the student's original work. All forms of student dishonesty, including cheating, fabrication, plagiarism, and/or facilitating any academic dishonesty, are forbidden. In addition, forgery, alteration or misuse of Baker University documents, records, or identification or knowingly furnishing false information is considered cause for disciplinary action. Academic misconduct is reported to the Dean of the School of Education. Any form of academic misconduct which results in administrative or academic withdrawal is noted on the student's transcript.

A disciplinary action may result in administrative withdrawal from the program. Appeals to disciplinary action may be addressed to the Dean of the School or Education.

**SECTION VI  
ADMISSION and PROGRAM COMPLETION REQUIREMENTS  
for the MAEd and MASL EDUCATION PROGRAMS**

The MAEd and MASL programs have admission and program completion requirements.  
**MASTER OF ARTS IN EDUCATION (MAEd)**

A student is admitted to the program when the following requirements are met.

An applicant must

1. Complete an application form and pay the required fees;
2. Submit an official transcript indicating a bachelor's degree conferred from a regionally accredited institution of higher education;
3. Provide a copy of a valid teaching certificate and verification of one year of teaching experience; and
4. International applicants must have a minimum TOEFL test score of 600.

MAEd degree requirements include the following:

A candidate must

1. Successfully complete an approved 36-credit-hour MAEd curriculum including
  - 15 credit hours of required education core courses;
  - 12 credit hours of liberal arts graduate courses from the following areas: arts, literature, philosophy, religion, social science, and science and culture; and
  - 9 credit hours of approved graduate education electives.
2. Maintain a graduate GPA of 3.0 with no more than one course completed with a "C" grade. "D" and "F" grades are not acceptable;
3. Complete an MAEd portfolio with an evaluation "Proficient" or "Distinguished";
4. Complete all course work within six years of the date of initial enrollment. Extension of this timeframe must be approved by GEC;
5. Have paid all tuition and fees; and
6. Be approved by the SOE Professional Education Council (PEC).

When a candidate fails to satisfy any one of the above program requirements, he or she is placed on probation and is not recommended for program completion until the probationary status is corrected. A candidate failing to meet the program criteria is notified in writing, and his or her situation is brought before the GEC. The GEC may recommend that the candidate be a) placed on probation or b) dropped from the program. In either case, the candidate is notified in writing of GEC's decision. If the recommendation is to drop the candidate from the program, the candidate may petition the GEC in writing requesting continuance in the program. Any allowed exceptions to program requirements must be approved by the GEC.

#### **MASTER OF ARTS IN SCHOOL LEADERSHIP (MASL)**

A student is admitted to the program when the following requirements are met.

An applicant must

1. Complete application forms, including a Disclosure form, and pay the required fees;
2. Submit an official transcript indicating a bachelor's degree conferred from a regionally accredited institution of higher education;
3. Possess a valid teaching certificate, or have licensure in a teaching area, and have a minimum of one year of experience in an accredited K-12 program;
4. Submit two letters of recommendation from two professional education colleagues; and

5. Have a cumulative undergraduate GPA of 2.75. If the GPA is below 2.75, the applicant may be provisionally admitted and required to take 9 semester hours of graduate credit with a GPA of 3.0, part of which must be taken at Baker University.

A student admitted to the MASL program becomes an MASL candidate when he or she completes admittance requirements and begins MAS 5010.

MASL degree requirements include the following.

A candidate must

1. Successfully complete at least 37 hours from the approved MASL/MAEd curriculum:
  - a) 21 credit hours of required MASL school leadership core courses;
  - b) 12 credit hours of required MAEd graduate education core courses; and
  - d) 4 credit hours of Directed Field Experience.
2. Maintain a graduate GPA of 3.25 with no more than one course completed with a "C" grade. "D" and "F" grades are not acceptable;
3. Complete all course work within six years of the date of initial enrollment. Extension of this timeframe must be approved by GEC.
4. Maintain a composite average of  $\geq 3.5$  on the Professional Skills Surveys (See pg 29);
5. Have a minimum of three years of experience in an accredited K-12 program by the completion of the MASL program;
6. Successfully complete an MASL program portfolio;
7. Have paid all tuition and fees; and
8. Be approved by the SOE (PEC) of program completion.

When a candidate fails to satisfy any one of the above degree requirements, the GEC may recommend that the candidate be a) placed on probation or b) dropped from the program. In either case, the candidate is notified in writing of GEC's decision. If GEC's recommendation is to drop the candidate from the program, the candidate may petition the GEC in writing requesting continuance in the program. Any exceptions to program requirements must be approved by the GEC.

A person who has previously completed a graduate degree from a regionally accredited institution and who seeks building administrator licensure must complete an MASL program of study as identified by SOE and Academic Records. The program of study is determined by an evaluation of the individual's graduate transcript(s). This program of study must be completed within 6 years of initial program enrollment.

Persons desiring an MASL degree who have completed a Baker University MAEd program should contact the SOE graduate office for program of study.

## **SECTION VII THE MASL DIRECTED FIELD EXPERIENCE**

The Directed Field Experience (DFE) is the Master of Arts in School Leadership (MASL) capstone course that provides a program candidate (Intern) with the hands-on experiences necessary to transfer beliefs, values, theory, and knowledge into policy and practice. The DFE is an important element in the administration preparation process and as such is designed to assist the Intern in understanding the role change associated with becoming a building administrator.

MASL candidates are approved for admission to the DFE by the GEC.

An Intern must engage in 100 hours of administrative field experiences in 14 different areas as identified by the SOE. The Intern must complete 12 of the 100 DFE hours at a level other than the level at which employed or certified.

The DFE takes place in a state-accredited school setting and the Intern works under the supervision of a building administrator referred to as the Administrative Mentor (Mentor). This Mentor is required to have three years of administrative experience. Exception to the 3-year experience requirement must be approved by SOE administration. It is recommended the Mentor have two years of experience in the building in which the DFE takes place.

The SOE assigns a University Supervisor (Supervisor) experienced in building administration to provide university supervision during the DFE. The Supervisor works closely with the Intern and Mentor and conducts onsite visits during the DFE to observe the Intern and provide feedback on the Intern's performance.

The Intern, Mentor, and Supervisor receive a DFE Handbook at the beginning of the DFE which addresses the roles of the Intern, Mentor, and Supervisor; DFE requirements; and DFE assessments.

### **DFE Admission**

- An MASL candidate is responsible for requesting and submitting a DFE application to the SOE.
- An MASL candidate may apply for admission to the DFE upon completion of 12 MAS credit hours and 6 credit hours of required EDU courses.
- An MASL candidate must have completed 15 credit hours of MAS course work and 9 credit hours of required EDU courses by the start date of the DFE.

The SOE GEC formally admits an MASL candidate to the DFE who

- Has completed the required MASL and EDU credit hours stated above;
- Has a cumulative GPA in the MASL program of 3.25 or higher;
- Has a composite average of 3.5 or higher on the Professional Skills Survey; and
- Has a minimum of three years of successful teaching experience in a state accredited school (K-12) by the completion of the MASL program.

If the above requirements are met, a degree seeking or a licensure only candidate is considered a Candidate in Good Standing and recommended for placement in the Directed Field Experience by the SOE (GEC).

If a DFE candidate is short of any of the application requirements, permission for the DFE may be denied or rescinded. Candidates may appeal a GEC decision. Please refer to the Due Process Procedure section (See pg 27) of the MAEd and MASL Policy and Program Handbook.

### **DFE Expectations**

- A DFE candidate is notified electronically of full or provisional admittance to the DFE.
- A candidate must submit a formal DFE contractual agreement (See pg 32) prior to the DFE experience. The contractual agreement must be signed by 1) a district level administrator; 2) the administrator mentor; 3) the University DFE supervisor (after assignment by the SOE); and 4) the candidate.
- The DFE is completed in either an August to April or a January to October timeframe in a state accredited school.
- Interns are expected to engage in the DFE at a location within 100 miles of the site at which the Intern's MASL program of study is conducted. Exceptions to this maximum distance requirement must be approved by SOE administration.
- An Intern who is not tenured must be in at least the second year of employment in the district in which the DFE will take place.
- At the beginning of the DFE, the Mentor indicates (by signature on the Contractual Agreement) the Intern is an employee in good standing, and the Intern must remain in good standing in the district and building in which he or she is employed during the DFE. If the Intern is placed on probation or non-renewed by the district or school during the DFE, the SOE will not recommend the Intern for licensure. Employment difficulties during the DFE should be reported to and evaluated by the DFE Supervisor and the SOE administration to determine the candidate's successful completion of the DFE.
- An Intern participates in a minimum of 100 hours of administrative field experiences in 14 different areas and collects evidence of such on the Log of Activities (See pg 33). The majority of the required 100 hours of DFE experiences is at the level of licensure that corresponds to the Intern's level(s) of teaching licensure and service. An Intern spends 12 of the 100 hours fulfilling administrative tasks at a different level of instruction (See pg 36). An Intern may complete 30 hours (verified by the building Mentor) of field experience requirements the semester prior to the DFE (See pg 34).
- An Intern is required to attend and participate in three class sessions during the DFE: an organizational session at the beginning of the DFE, a mid-term session, and a final class session.
- The Supervisor schedules meetings with the Intern and building Mentor during the DFE for the purpose of discussing progress and experiences.
- An Intern completes an MASL portfolio containing documentations and reflections relating to the DFE.

## **DFE Assessment**

Four assessments are used during the DFE to provide feedback on Intern performance and contribute to the Intern's overall grade assigned to the DFE.

1. A DFE Intern is required to attend three class sessions during the DFE; these class sessions contribute to 10% of the overall DFE grade. These sessions are designed to address issues and concerns pertaining to the DFE, assist in the development of the MASL portfolio, provide guidance in establishing credential files with Baker University, and instruct Interns on the application process for building administration licensure in both Kansas and Missouri.
2. The Mentor completes two mentor evaluations for the Intern, the second of which contributes 25% of the overall DFE grade.
3. The Supervisor completes two supervisor evaluations for the Intern, the second of which contributes 15% of the overall DFE grade.
4. The Intern submits at the conclusion of the DFE an MASL portfolio which represents 50% of the overall DFE grade. The portfolio is evaluated by an Assistant Professor of Education or Education Specialist along with the Intern's Supervisor.

Note: Candidates entering the MASL program after August 2005 are required to submit an electronic portfolio on TaskStream.

## **SECTION VIII LICENSURE RELATED ISSUES**

The MASL program is one of two SOE graduate programs leading to licensure in school administration. Candidates completing an MASL program of study may obtain a conditional license in Kansas and/or an initial certificate in building administration in Missouri by following the steps listed below in **Kansas Licensure** and/or **Missouri Licensure**. All MASL program completers applying for licensure in Kansas and/or Missouri must submit to the respective state education departments a passing score on the ETS School Leadership Licensure Assessment (SLLA). The passing score in Kansas is 165 or higher; in Missouri the passing score is 167 or higher.

While the MAEd program does not lead to additional licensure endorsements, it is a program that enhances a candidate's instructional skill and knowledge base. Credit hours taken as part of the MAEd course of study may be used for licensure renewal and salary schedule advancement.

### **Kansas Licensure**

Upon successful completion of the MASL program of study and a passing SLLA score, the candidate is eligible for a Kansas PreK-12 conditional license in building leadership. An MASL program completer is recommended by Baker University to the Kansas State Department of Education (KSDE) for a two-year conditional license in building leadership. The conditional license can be renewed for one additional two-year period.

An individual who does not intend to enter administration soon after completion of the MASL program may want to delay applying for the conditional license. It should be noted, however, that application must be made within five years of program completion.

Once an individual obtains a conditional license in building leadership and is employed half time or more in a building administration position under an administrative contract, he or she must complete two 2-credit hour internships (referred to as Post Program Internships). Upon successful completion of the Post Program Internships, the individual is eligible to apply for a professional building leadership license. Questions pertaining to the Post Program Internship should be directed to Baker University SOE.

#### *Kansas Conditional Licensure Application*

MASL program completers applying for a conditional Kansas license in building administration must

- Complete the applicant section (Section A) of the “Conditional License or Added Endorsement” form commonly known as Form I. This application is submitted electronically to KSDE.
- The applicant section (Section A) of the ‘Verification of Accredited Experience” form.
- Submit to KSDE a passing score (165 or higher) on the ETS School Leadership Licensure Assessment.
- Submit a check or money order with Form I in the amount of \$36 payable to KSDE.

Send all application materials to the SOE Graduate Licensure Officer.

#### **Missouri Licensure**

Upon successful completion of his or her program of study, an MASL candidate may apply to the Missouri Department of Elementary and Secondary Education (DESE) for an Initial Administrator’s Certificate which extends for four years. This certificate is for elementary administration (K-8) and secondary administration (7-12). An individual wishing to obtain middle level certification in building administration must take additional coursework presently not offered by Baker University SOE.

#### *Missouri Initial Administrator’s Certificate Application*

MASL program completers applying for a Missouri Initial Administrator’s Certificate must

- Complete sections I, II, and III of the Missouri “Application for Building Level Administrator’s Certificate or License to Teach” form.
- Submit to DESE a passing score (167 or higher) on the ETS School Leadership Licensure Assessment.
- Submit an official copy of the applicant’s Baker University transcript.

The Baker University SOE licensure officer processes and completes as needed the above application materials, affixes the university seal to the application, and submits materials to DESE.

Applicants from Kansas not holding a valid Missouri Teaching Certificate must apply for a teaching certificate at the time of application for the Missouri Initial Administrator's Certificate and undergo a background check.

### **Conviction of a Crime Punishable as a Felony**

A candidate who has been convicted of or pled guilty to a felony or a crime involving dishonesty, a controlled substance, or child molestation is required to submit a certified copy of the court order or diversion agreement to the Kansas State Department of Education (KSDE) at the time of making reapplication for licensure. A Felony or criminal convictions is reviewed by the Kansas Professional Practices Commission prior to issuing a certificate. The candidate may not be issued licensure in Kansas. The KSDE recommends that all teacher education institutions inform all teacher education candidates of this practice as they enter and progress through the teacher education program and certainly inform each candidate prior to his or her application for licensure. If a candidate responds that he or she has been convicted or has pled guilty of a violation punishable as a felony, the candidate is required to consult with the Dean of SOE.

## **SECTION IX ADVISING IN THE MAEd/MASL PROGRAMS**

The academic advising process for MAEd and MASL degree seeking candidates begins when individuals are admitted to the institution. A candidate receives an admission letter referring him or her to designated Student Services Advising Staff for assistance with planning the candidate's program progress. A candidate is encouraged to contact advisors as needed, but the nature of the adult-focused program supports the MASL and MAEd student to direct how and when assistance is sought.

During the admission process each candidate is provided with information to direct and track his or her individual progress, or each candidate can work in tandem with an advisor. Each new student receives information regarding advising, library services, online resources, registration, and University policies and procedures. Advising services are provided on demand and can be delivered in person, by telephone, or by electronic communication. The student can determine the method most convenient.

Students are encouraged to utilize any of the following resources to assist with planning their schedules for program completion: the unofficial transcript feature associated with online grades, the *SPGS and SOE Student Handbook and Catalog*, and the student website [smartermind.com](http://smartermind.com). It is also recommended that as a student reaches the midpoint of the degree, he or she requests a degree check with a Student Services Advisor to ensure satisfactory and timely progress toward completion.

Upon request, transfer credit is evaluated by Academic Records. Students must provide an official transcript and appropriate course descriptions. Once approved, the transfer information is entered in the student's computer record. Students are strongly encouraged to have transfer credit evaluated prior to or during the first course in the program, so it can be considered throughout the advising process.

Course and program withdrawals, independent study requests, or exceptions to University policy must be directed to Student Services Advising Staff. Each is managed on a case-by-case basis.

Students wishing to obtain education program advisement in the Overland Park area are invited to contact the following:

**Student Services**

Phone: 913-491-4432

Fax: 913-491-0470

[sservices@bakeru.edu](mailto:sservices@bakeru.edu)

Students wishing to obtain education program advisement in the Wichita area are invited to contact:

**Student Services (Wichita)**

Phone: 316-636-2322

Fax: 316-634-0331

Education specialists located at the Overland Park and Wichita sites are available to advise candidates on program and licensure requirements.

**Overland Park**

Bethany Teppe

Phone: 913-491-4432 ext.646

[bteppe@bakeru.edu](mailto:bteppe@bakeru.edu)

**Wichita**

Mike Meier

Phone: 316-636-2322

[mmeier@bakeru.edu](mailto:mmeier@bakeru.edu)

**SECTION X  
REVISIONS TO THE POLICY AND PROGRAMS HANDBOOK**

Revisions of this Handbook that involve substantive changes must be approved by a majority vote of the SOE GEC. A quorum of the Committee must be present. Suggested revisions must be submitted one meeting in advance of the requested change. Exceptions must be approved by a two-thirds vote of the GEC where a quorum is present.

**SECTION XI  
DUE PROCESS PROCEDURE**

Students wishing to appeal any decision of the SOE or the SOE GEC are referred to the Baker University Faculty Constitution and Bylaws. This document states that one of the responsibilities of the Academic Standards and Enrollment Management Committee is to act on student or faculty petitions relating to educational program requirements or

academic status. Students wishing to appeal any decision should submit a written petition to the Dean of the School of Education.

## APPENDIX

Criteria	1 Point	2 Points	3 Points	4 Points	5 Points
Knowledge Base	The student does not demonstrate knowledge of the content covered.	The student demonstrates limited knowledge of the content covered.	The student demonstrates knowledge of the content covered.	The student demonstrates a strong knowledge of the content covered (both written and oral) that aligns with educational research and/or best practices.	The student demonstrates an exceptional knowledge of the content covered and uses prior knowledge to build on new learning in both written and oral work. Educational research and/or best practices are known and applied.
Written Communication	The student's written communications do not meet expectations for graduate study.	The student's written communications demonstrate limited skill.	The student demonstrates an adequate ability to express ideas, uses writing conventions with few errors, adequate organization and focus.	The student demonstrates the ability to express ideas clearly, using good writing conventions, organization, and focus.	The student demonstrates an exceptional ability to express ideas and to write in ways that are compelling for the reader. All writing is without flaw.
Oral Communication	The student's oral communications do not meet expectations for graduate study.	The student's oral communications demonstrate limited skill.	The student demonstrates an adequate ability to interact with others.	The student demonstrates the ability to communicate with others and a commitment to interact with, encourage, and empower others to communicate.	The student demonstrates an exceptional ability for communicating with others in ways that are appropriate for the setting. Speaking and listening skills are balanced.
Professional Responsibility and Organizational Skills	The student's organizational skills do not meet expectations for graduate study.	The student's organizational skills are somewhat limited.	The student demonstrates adequate ability to plan and meet time demands.	The student demonstrates the ability to plan, schedule, use resources, prioritize personal work load, and meet time demands.	The student demonstrates planning skills that exceed most. Uses of resources, prioritization of work load and time demands enhance and compliment the student's overall leadership abilities.
Problem Solving and Critical Thinking Skills	The student's critical thinking and problem solving skills do not meet expectations for graduate study.	The student's critical thinking and problem solving skills are somewhat limited.	The student demonstrates adequate ability to think critically and solve problems.	The student demonstrates the ability to think critically and use problem solving skills in the decision making process.	The student's critical thinking and problem solving skills in the decision making process are well-developed and advanced for a person at this stage of development.

**MASL Program Professional Skills Survey** Candidates must possess a composite average for all courses (not any singular course) of 3.5 or higher (on a 5 point scale) on Professional Skills Survey.



**BAKER UNIVERSITY SCHOOL OF EDUCATION**  
**MASTER OF ARTS IN SCHOOL LEADERSHIP**  
 Directed Field Experience (DFE) Application

Name: \_\_\_\_\_ SS#: \_\_\_\_\_  
Last First Middle

Address: \_\_\_\_\_  
Street  
 \_\_\_\_\_  
City State Zip County

Home Phone: \_\_\_\_\_ Business Phone: \_\_\_\_\_

Email: \_\_\_\_\_

- Please note an MASL candidate is responsible for requesting and submitting a DFE application to the SOE:
- An MASL candidate may apply for admission to the DFE upon completion of 12 MAS credit hours and 6 credit hours of required EDU courses.
  - An MASL candidate must have completed 15 credit hours of MAS course work and 9 credit hours of required EDU courses by the start date of the DFE.

Courses completed: MAS 5010 \_\_\_\_\_ MAS 5020 \_\_\_\_\_ MAS 5030 \_\_\_\_\_ MAS 5040 \_\_\_\_\_ MAS 5050 \_\_\_\_\_  
 MAS 5060 \_\_\_\_\_ MAS 5070 \_\_\_\_\_  
 EDU 5102 \_\_\_\_\_ EDU 5531 \_\_\_\_\_ EDU 5121 \_\_\_\_\_ 3 credits instructional technology \_\_\_\_\_

Courses enrolled:

***Complete information on the Directed Field Experience (DFE) below:***

Administrative Mentor's name/ title: \_\_\_\_\_

\_\_\_\_\_  
School name phone number School district  
 \_\_\_\_\_  
Street  
 \_\_\_\_\_  
City State Zip County

By the completion of the MASL program, I will have completed 3 years of teaching: Yes \_\_\_\_\_ No \_\_\_\_\_

Grade level(s) taught: \_\_\_\_\_ Number of years taught: \_\_\_\_\_

Current certification level: Elementary \_\_\_\_\_ Middle \_\_\_\_\_ High School \_\_\_\_\_

Grade level where DFE will occur: Elementary \_\_\_\_\_ Middle \_\_\_\_\_ High School \_\_\_\_\_

DFE site is state accredited: Yes \_\_\_\_\_ No \_\_\_\_\_ State: \_\_\_\_\_

Please circle DFE Timeframe: August to April January to October

Applicant's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Office Use Only-----**

GPA \_\_\_\_\_ Meets minimum 3.5 or > requirement on the Professional Skills Survey \_\_\_\_\_  
 Credit hours completed MASL course work \_\_\_\_\_ Credit hours completed MAED course work \_\_\_\_\_

**Return to Bethany Teppe, Baker University SOE, 8001 College Blvd., Overland Park, KS 66210.**

**BAKER UNIVERSITY SCHOOL OF EDUCATION  
MASTER OF ARTS IN SCHOOL LEADERSHIP  
DIRECTED FIELD EXPERIENCE (DFE)**

**CONTRACTUAL AGREEMENT**

Prior to beginning the School of Education MASL Directed Field Experience (DFE), an Intern must complete this Contractual Agreement form and return to the SOE. The Contractual Agreement form requires the signatures of the building administrative Mentor, a district office administrator, and the DFE Intern. The SOE Supervisor signature is added upon receipt of the form.

The DFE requires active Intern participation in a minimum of 100 hours of administrative field experience in 14 areas (identified on Log of Activities) within the school setting under the joint supervision of the building administrative Mentor and SOE DFE Supervisor.

Signatures of building administrative Mentor and school district administrator signify the Intern is a district employee in good standing. Additionally the signatures indicate the administrative Mentor has a minimum of 3 years experience as a building administrator and has district office approval to mentor the Intern.

\_\_\_\_\_ will participate in a Directed Field Experience during  
(printed student name)

\_\_\_\_\_. This experience will occur at \_\_\_\_\_.  
(DFE timeframe) (school district)

\_\_\_\_\_ under the guidance of \_\_\_\_\_.  
(school building) (building administrative mentor)

**Approval signatures**

\_\_\_\_\_  
School District Administrator Date

\_\_\_\_\_  
Building Administrative Mentor Date

\_\_\_\_\_  
University Supervisor Date

Intern's signature acknowledges Baker University School of Education retains the authority to approve the assignment of the building administrative Mentor for the DFE.

\_\_\_\_\_  
DFE Intern Signature Date

**BAKER UNIVERSITY SCHOOL OF EDUCATION  
MASTER OF ARTS IN SCHOOL ADMINISTRATION**

**LOG OF STUDENT INTERN ACTIVITIES REQUIRED DURING  
DIRECTED FIELD EXPERIENCES**

Student Intern \_\_\_\_\_ Administrative Mentor \_\_\_\_\_  
 Building \_\_\_\_\_ Building \_\_\_\_\_  
 School Phone \_\_\_\_\_ School Phone \_\_\_\_\_  
 Address \_\_\_\_\_ Address \_\_\_\_\_  
 \_\_\_\_\_

I \_\_\_\_\_ agree to participate in the following experiences under the supervision of  
 (DFE student signature)  
 the above named Administrative Mentor during \_\_\_\_\_ (timeframe).

Activity	Dates of Experiences	Min. Hrs. Required	Total Hrs. in Area	Administrator Signatures
<b>A. Working on Leadership Skills</b>				
1. Leadership and planning	_____	6	_____	_____
2. School improvement/learning activities	_____	8	_____	_____
3. Selection of supplies & resources	_____	4	_____	_____
4. Working with legal/ethical issues	_____	4	_____	_____
5. Working with program budgets	_____	4	_____	_____
6. Using technology in management	_____	6	_____	_____
<b>B. Working with Faculty/Staff</b>				
1. Supervision/evaluation of staff	_____	8	_____	_____
2. Curriculum development	_____	8	_____	_____
3. Staff development and/or selection	_____	8	_____	_____
4. Using technology in instruction	_____	4	_____	_____
<b>C. Working with Students</b>				
1. Supervising students & activities	_____	8	_____	_____
2. Disciplining students	_____	4	_____	_____
3. Providing for a diverse population	_____	4	_____	_____
<b>D. Working with Parents/Community</b>				
1. Communicating with parents and/or working with community groups	_____	4	_____	_____
<b>Minimum Hours Identified</b>		<b>80</b>		
<b>E. Miscellaneous</b>				
_____	_____		_____	_____
_____	_____		_____	_____
<b>TOTAL REQUIRED DFE HOURS</b>		<b>100</b>		

**Notes:**

- A substitution can be made for the above activities if the substitution is mutually agreeable to the University Supervising Instructor, the Administrative Mentor, and the Intern, which may result in an increased focus on areas of Intern needs and/or desired areas of attention.
- Elementary (K-6) and secondary (9-12) Interns must spend 12 hours fulfilling the above administrative tasks at a different level of instruction. Middle-school Interns must complete 12 hours at either the elementary or high school level.
- Candidates may complete 30 hours of the above field experience requirements in the semester prior to the start of the DFE.

**BAKER UNIVERSITY SCHOOL OF EDUCATION**  
**8001 College Blvd.**  
**Overland Park, Kansas 66210**

**Administrative Experience Prior to DFE**

An Intern entering the Directed Field Experience (DFE) may with the permission of the Baker University DFE Supervisor receive up to 30 hours of administrative experience prior to the DFE. The thirty hours may only be completed one semester (16-18 weeks) prior to officially entering the DFE. Descriptions of activities must be succinctly described below and provide administrative signature for verification.

Name of Student \_\_\_\_\_

DFE Supervisor \_\_\_\_\_

Administrative Mentor \_\_\_\_\_

Building \_\_\_\_\_

Date of Experience	Hours of Experience	Description of Administrative Experience	Relevant DFE Activity	Administrator Verification

Date of Experience	Hours of Experience	Description of Administrative Experience	Relevant DFE Activity	Administrator Verification

**BAKER UNIVERSITY SCHOOL OF EDUCATION**  
**Administrative Field Experiences**  
**Secondary to DFE Assignment**

**Intern** \_\_\_\_\_

**School** \_\_\_\_\_

**Administrator** \_\_\_\_\_

**Building Name** \_\_\_\_\_

**An Intern must document 12 hours of administrative activities (Log of Activities) engaged in at a building level other than the building assigned for the DFE.**

Date of Experience	Hours of Experience	Description of Administrative Experience	Relevant DFE Activity	Administrator Verification

Date of Experience	Hours of Experience	Description of Administrative Experience	Relevant DFE Activity	Administrator Verification

**BAKER UNIVERSITY SCHOOL OF EDUCATION  
 MASTER OF ARTS IN SCHOOL LEADERSHIP  
 INTERN'S EVALUATION FORM  
 (ON TASKSTREAM)**

\_\_\_\_\_  
 Intern's Name

\_\_\_\_\_  
 Date

The School of Professional and Graduate Studies has identified six objectives that students in the Master of Arts in School Leadership program are expected to demonstrate in the process of becoming highly effective instructional leaders. You are asked to evaluate yourself on each indicator identified below using the following rubric.

1	2	3	4	5
Undeveloped		In Progress		Highly Competent

As intern, I developed effective instructional leadership skills demonstrating the following progress on the indicators listed:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community demonstrating the ability to:
  - A. Collaboratively develop and/or supervise a school vision, mission, and goals;
  - B. Use assessments and demographic data to develop or supervise school goals and strategies; and
  - C. Apply leadership theory, beliefs, and values into policy and practice.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth demonstrating the ability to:
  - A. Develop a culture of high expectations aligned for student success;
  - B. Supervise curriculum and co-curricular activities;
  - C. Supervise students and effectively implement student discipline;
  - D. Implement strategies to ensure professional growth; and
  - E. Effectively supervise the certified and classified evaluation process.
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment demonstrating the ability to:
  - A. Ensure that the school is operated safely, efficiently, and effectively;
  - B. Manage financial and human resources responsibly and effectively;
  - C. Apply legal issues fairly and effectively; and
  - D. Use technology to enhance educational and management programs.
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources demonstrating the ability to:
  - A. Communicate effectively with all persons using consensus building, and conflict resolution skills;
  - B. Use written and non-verbal skills effectively;
  - C. Actively involve the total community and its resources in educational programs; and
  - D. Address the needs of a diverse population in developing educational programs.
5. Acting with integrity, fairness, and in an ethical manner demonstrating the ability to:
  - A. Model professional integrity, fairness, and ethics in all professional relationships;
  - B. Protect the rights and confidentiality of students and staff; and
  - C. Treat all persons fairly, equitably, and with dignity.
6. Understanding, responding to, and influencing the larger political, social, and economic, legal, and cultural context demonstrating the ability to:
  - A. Address trends, issues, and changes occurring in the school community; and
  - B. Establish a dialog with and influence all stakeholders who impact the school community.

**BAKER UNIVERSITY SCHOOL OF EDUCATION  
 MASTER OF ARTS IN SCHOOL LEADERSHIP  
 ADMINISTRATIVE MENTOR'S EVALUATION FORM**

Intern's Name \_\_\_\_\_ Date \_\_\_\_\_ Midterm \_\_\_\_\_ Final \_\_\_\_\_  
 (Circle One)

The School of Professional and Graduate Studies has identified six objectives that candidates in the Master of Arts in School Leadership program are expected to demonstrate in the process of becoming highly effective instructional leaders. You as the mentor administrator are asked to evaluate your intern on each indicator identified below using the following rubric.

1	2	3	4	5
Undeveloped	In Progress	In Progress	Highly Competent	Highly Competent

The intern developed effective instructional leadership skills demonstrating the following progress on the indicators listed:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community demonstrating the ability to:
  - \_\_\_ A. Collaboratively develop and/or supervise a school vision, mission, and goals;
  - \_\_\_ B. Use assessments and demographic data to develop or supervise school goals and strategies; and
  - \_\_\_ C. Apply leadership theory, beliefs, and values into policy and practice.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth demonstrating the ability to:
  - \_\_\_ A. Develop a culture of high expectations aligned for student success;
  - \_\_\_ B. Supervise curriculum and co-curricular activities;
  - \_\_\_ C. Supervise students and effectively implement student discipline;
  - \_\_\_ D. Implement strategies to ensure professional growth; and
  - \_\_\_ E. Effectively supervise the certified and classified evaluation process.
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment demonstrating the ability to:
  - \_\_\_ A. Ensure that the school is operated safely, efficiently, and effectively;
  - \_\_\_ B. Manage financial and human resources responsibly and effectively;
  - \_\_\_ C. Apply legal issues fairly and effectively; and
  - \_\_\_ D. Use technology to enhance educational and management programs.
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources demonstrating the ability to:
  - \_\_\_ A. Communicate effectively with all persons using consensus building, and conflict resolution skills;
  - \_\_\_ B. Use written and non-verbal skills effectively;
  - \_\_\_ C. Actively involve the total community and its resources in educational programs; and
  - \_\_\_ D. Address the needs of a diverse population in developing educational programs.
5. Acting with integrity, fairness, and in an ethical manner demonstrating the ability to:
  - \_\_\_ A. Model professional integrity, fairness, and ethics in all professional relationships;
  - \_\_\_ B. Protect the rights and confidentiality of students and staff; and
  - \_\_\_ C. Treat all persons fairly, equitably, and with dignity.
6. Understanding, responding to, and influencing the larger political, social, and economic, legal, and cultural context demonstrating the ability to:
  - \_\_\_ A. Address trends, issues, and changes occurring in the school community; and
  - \_\_\_ B. Establish a dialog with and influence all stakeholders who impact the school community.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Administrative Mentor





**BAKER UNIVERSITY SCHOOL OF EDUCATION  
 MASTER OF ARTS IN SCHOOL LEADERSHIP  
 Employer Ratings of MASL Program Graduate Performance**

\_\_\_\_\_  
 Baker University Graduate's Name                      Employer's name                      Current Date

Baker University has identified six objectives that candidates in the Master of Arts in School Leadership program are expected to demonstrate in the process of becoming highly effective instructional leaders. Prior graduates and employers of prior graduates are asked to evaluate the graduate's knowledge and performance on each indicator identified below. Employers are asked to evaluate their Baker graduate employees on each indicator identified below using the following rubric.

1	2	3	4	5
Undeveloped	In Progress	Highly Competent		

Our employee has developed effective instructional leadership skills demonstrating the following competence on the indicators listed:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community demonstrating the ability to:
  - \_\_\_ A. Collaboratively develop and/or supervise a school vision, mission, and goals;
  - \_\_\_ B. Use assessments and demographic data to develop or supervise school goals and strategies; and
  - \_\_\_ C. Apply leadership theory, beliefs, and values into policy and practice.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth demonstrating the ability to:
  - \_\_\_ A. Develop a culture of high expectations aligned for student success;
  - \_\_\_ B. Supervise curriculum and co-curricular activities;
  - \_\_\_ C. Supervise students and effectively implement student discipline;
  - \_\_\_ D. Implement strategies to ensure professional growth; and
  - \_\_\_ E. Effectively supervise the certified and classified evaluation process.
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment demonstrating the ability to:
  - \_\_\_ A. Ensure that the school is operated safely, efficiently, and effectively;
  - \_\_\_ B. Manage financial and human resources responsibly and effectively;
  - \_\_\_ C. Apply legal issues fairly and effectively; and
  - \_\_\_ D. Use technology to enhance educational and management programs.
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources demonstrating the ability to:
  - \_\_\_ A. Communicate effectively with all persons using consensus building, and conflict resolution skills;
  - \_\_\_ B. Use written and non-verbal skills effectively;
  - \_\_\_ C. Actively involve the total community and its resources in educational programs; and
  - \_\_\_ D. Address the needs of a diverse population in developing educational programs.
5. Acting with integrity, fairness, and in an ethical manner demonstrating the ability to:
  - \_\_\_ A. Model professional integrity, fairness, and ethics in all professional relationships;
  - \_\_\_ B. Protect the rights and confidentiality of students and staff; and
  - \_\_\_ C. Treat all persons fairly, equitably, and with dignity.
6. Understanding, responding to, and influencing the larger political, social, and economic, legal, and cultural context demonstrating the ability to:
  - \_\_\_ A. Address trends, issues, and changes occurring in the school community; and
  - \_\_\_ B. Establish a dialog with and influence all stakeholders who impact the school community.

Signature \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

**BAKER UNIVERSITY SCHOOL OF EDUCATION  
 MASTER OF ARTS IN SCHOOL LEADERSHIP  
 Graduate Ratings of Performance on Program Objectives**

Baker University Graduate's Name	Educational Role	Current Date
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Baker University has identified six objectives that candidates in the Master of Arts in School Leadership program are expected to demonstrate in the process of becoming highly effective instructional leaders. Prior graduates and employers of prior graduates are asked to evaluate the graduate's knowledge and performance on each indicator identified below. Baker graduates are asked to evaluate themselves on each indicator identified below using the following rubric.

1	2	3	4	5
Undeveloped	In Progress	Highly Competent		

My perceived competence on each of the following indicators follow:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community demonstrating the ability to:
  - A. Collaboratively develop and/or supervise a school vision, mission, and goals;
  - B. Use assessments and demographic data to develop or supervise school goals and strategies; and
  - C. Apply leadership theory, beliefs, and values into policy and practice.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth demonstrating the ability to:
  - A. Develop a culture of high expectations aligned for student success;
  - B. Supervise curriculum and co-curricular activities;
  - C. Supervise students and effectively implement student discipline;
  - D. Implement strategies to ensure professional growth; and
  - E. Effectively supervise the certified and classified evaluation process.
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment demonstrating the ability to:
  - A. Ensure that the school is operated safely, efficiently, and effectively;
  - B. Manage financial and human resources responsibly and effectively;
  - C. Apply legal issues fairly and effectively; and
  - D. Use technology to enhance educational and management programs.
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources demonstrating the ability to:
  - A. Communicate effectively with all persons using consensus building, and conflict resolution skills;
  - B. Use written and non-verbal skills effectively;
  - C. Actively involve the total community and its resources in educational programs; and
  - D. Address the needs of a diverse population in developing educational programs.
5. Acting with integrity, fairness, and in an ethical manner demonstrating the ability to:
  - A. Model professional integrity, fairness, and ethics in all professional relationships;
  - B. Protect the rights and confidentiality of students and staff; and
  - C. Treat all persons fairly, equitably, and with dignity.
6. Understanding, responding to, and influencing the larger political, social, and economic, legal, and cultural context demonstrating the ability to:
  - A. Address trends, issues, and changes occurring in the school community; and
  - B. Establish a dialog with and influence all stakeholders who impact the school community.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**BAKER UNIVERSITY**  
**MASL MATRIX OF PROGRAM OBJECTIVES AND CORE COURSES**

<b>Program Objectives/Indicators</b>	<b>5010</b>	<b>5020</b>	<b>5030</b>	<b>5040</b>	<b>5050</b>	<b>5060 Law</b>	<b>5070 Mgmt</b>	<b>5500</b>	<b>5531</b>	<b>5120 5121</b>
1.a., b. & d. Vision, goals, beliefs, behaviors, and mission	CAD				X		X			
1.c. Assessment/demographic data		CAD		X	X		X			CAD
1.e. Monitoring vision & mission	X	X			X					
1.f Leadership issues	CAD	X			X	X	X			
2.a. Culture of high expectations	X	CAD			X					
2.b. Diverse learners & instruction	X	X	X	CAD	X	X	X	X	X	
2.c. Curriculum based on research				CAD	X					X
2.d.& e. Professional learning communities & professional growth	X	X	CAD		X					
2.f. Technology and learning	X	X	X	X	X		X	X	X	X
2.g. Personnel evaluation process			CAD							
3.a. &d. Operation, fiscal management	X				X		CAD			
3.b. Human resources with mission			CAD							
3.c Safe, efficient & effective sch.		X					CAD			
3.e. Legal issues are addressed	X	X	X	X	X	CAD	X	X		
3.f. Technology and management	X	X	X	X	X		C	X	X	X
3.g. Confidentiality and privacy	X		C		X	X				
4.a. & b. Communication skills	X	X	X	X	CAD	X	X	X		
4.d. Diversity recognized & valued	X	X	X	X	X	X	X	X	CAD	
5.a. b. & c. Ethics, integrity & ethics	X		X			CAD		X		
5.d. Applies laws fairly	X	X	X	X	X	CAD		X	X	
5.e. Confidentiality and rights			X			C				
6.a Educational trends and issues				CAD			X			X
6.b. Policies, laws and regs.	X	X	X	X	X	CAD	X	X	X	
6.c. Communication with comm.	X	X	X	CAD	C	X	X	X	X	
6.d. Political dynamics	X	X	X	CAD		X		X	X	

Key:

- C - Primary course covering the program objective
- X - Addressed by the course but not the course having lead responsibilities
- A - Assessed within the course
- D - Data collected by the course

NOTE: Assessment of multiple Program Objectives may be combined into single artifacts within courses.

### Matrix for Matching MAEd Objectives to Courses

	EDU 5101 Learning Theories and Instruction	EDU 5102 Assessment Strategies	EDU 5103 Curriculum Development and Design	Research Elective	EDU 5531 Today's Learner
1. Professional skills in using instructional strategies and methods of inquiry supported by wisdom of practice/research.	X	X	X	X	
2. Decision making and planning skills based on knowledge of content areas, best practices, and curriculum goals.	X	X	X	X	X
3. Commitment to ethical practices and professional standards.	X		X	X	
4. Ability to select & develop learning objectives at the correct level of difficulty.	X	X	X	X	X
5. Ability to understand the role of public/private education in society.	X	X	X		X
6. Ability to develop and interpret multiple assessment strategies to help ensure the continuous development of the learner.	X	X	X	X	X
7. Knowledge of social, historical, philosophical foundations of education.			X	X	
8. Ability to incorporate different approaches to learning.	X	X	X	X	X
9. Strong advocacy for students, lifelong learning, & freedom of inquiry.	X	X	X	X	X
10. Ability to become inclusive educators who can provide service to a diverse community.	X	X	X		X
11. Ability to diagnose education problems & devise prescriptive strategies.	X	X	X	X	
12. Ability to integrate learning experiences for learners at all levels.	X		X	X	
13. Ability to collaborate with educators at different levels.	X	X	X		X
14. Ability to build teacher leadership capacity.	X	X	X	X	X
15. Technology skills for gathering, analyzing information, enhancing instructional practices increasing professional productivity and managing change.	X	X	X	X	X