

MEMORANDUM

TO: Indiana State Board of Education

FROM: Scott Bogan, Higher Education Preparation Specialist

DATE: June 29, 2017

SUBJECT: Indiana State University and Woodrow Wilson Foundation MBA-EL

Indiana State University seeks final approval to offer a Woodrow Wilson Foundation Master of Business Administration in Education Leadership (MBA-EL) program. This program is designed to prepare approximately forty-five building level administrators during the next three years. The MBA degree is offered by the Indiana University Scott College of Business and is designed to enable candidates to complete the program in 14 months while remaining employed in their school system. Candidates may apply for admission only if nominated by their school district. Admitted candidates will receive a fellowship from the Woodrow Wilson National Fellowship prior to starting the classes. This fellowship covers cost of tuition, instructional materials, and other expenses related to the program.

It is the conclusion of the IDOE new program review team and, pursuant to 511 IAC 13-1-1, Sec. 1, (d)*, the recommendation of the IDOE that the Indiana State Board of Education approve the following:

Indiana State University – Woodrow Wilson Fellowship MBA-EL Program

The IDOE will continue to monitor the progress of the above program(s) by reviewing all annual reports required of Indiana State University, including candidate performance data submitted to the Council for the Accreditation of Educator Preparation (CAEP) and the IDOE.

* (d) The department will review and make the recommendation to the board regarding the status of all newly proposed licensing programs and reviews of existing licensure programs applying for approved status.

[Indiana State University](#)

Terre Haute, IN

Initial Preparation (ITP),

Advanced Preparation (ADV)

Accreditation Status:

Type

Term

Accredited (ITP) Apr 2013 - Jun 2020

Accredited (ADV) Apr 2013 - Jun 2020

List of Recognized Programs:

- Educational Technology
Master's
- Elementary Education
- English Education
Baccalaureate
- Math Education
Baccalaureate
- Physical Education
Baccalaureate
- School Building Leadership
Master's
- School District Leadership
Specialist or C.A.S.
- School Psychology
Specialist or C.A.S.
- Science Education
Baccalaureate
- Social Studies Education
Baccalaureate
- Special Education- Graduate
Master's
- Special Education- Undergraduate
Baccalaureate
- Technology Education
Baccalaureate

**INDIANA DEPARTMENT OF EDUCATION
REPORT FORM FOR STATE REVIEW
February 2017**

Indiana State University – Master of Business Administration in Educational Leadership as an Approved Program for an Indiana Building Level Administrator License.

Section A – Overview of Program

Indiana State University is submitting to the Indiana Department of Education for approval the Woodrow Wilson Foundation Master of Business Administration in Education Leadership (MBA-EL). This is an experimental program designed to prepare approximately forty-five building-level administrators over the next three years (2017, 2018, and 2019)

The MBA degree is offered by the Indiana State University Scott College of Business. The College is accredited by the Association to Advance College Schools of Business (AACSB). This program was jointly designed by the faculty of the Scott College of Business and the faculty of the Department of Educational Leadership in the Bayh College of Education. This MBA in Education Leadership integrates the fields of management and education, as well as academic content and clinical experiences, to teach the skills and knowledge school leaders require. It includes specialized preparation in areas such as leadership, finance, human resources, organizational change, and student learning - all focused on both the business and education contexts.

The degree program is a cohort-designed with approximately fifteen (15) students comprising each cohort. The program is designed to be completed within fourteen (14) months (summer term, fall term, spring term and summer term). Students will complete four courses during the initial summer term, two courses in the fall term, two courses in the spring term, and four courses in the second summer term. The program will be clinically based, centering on an intensive year-long internship and project-based work within the candidate's school district.

An expectation is that upon completion of the program, graduates will be employed in their home districts as building-level administrators within one year. Indiana State University and the Woodrow Wilson National Fellowship Foundation will provide Executive Coaching to the participants for the initial three-year appointment as a school administrator.

The Woodrow Wilson National Fellowship Foundation is a critical partner in this program. Nationally, the Foundation provides a strong voice articulating the critical role that effective educational leaders and teachers play in student learning. Indiana State University was selected by the Foundation to be one of six universities nationally to offer this type of program. The Foundation has provided critical support in the design and delivery of the program; its support also includes start-up funds, fellowships for students, and executive coaching opportunities, as graduates assume leadership roles in Indiana's schools.

This MBA program is designed to graduate three cohorts of MBA-EL graduates. Each cohort will be approximately fifteen (15) students and a total of forty-five (45) graduates. Cohort I will graduate in 2017, Cohort II in 2018, and Cohort III in 2019. At that time, Indiana State University will have to make a determination as to whether the program will continue in its current format, revised format, or will not be offered to future students.

We are seeking status as an “approved program in Building Level Administrator” for these three cohorts of MBA-EL graduates by the Indiana Department of Education. At this time, Indiana State University has not made a decision if the program will continue beyond the three cohorts.

Section B: Information

- | | |
|-----------------------------------|---|
| 1. INSTITUTION | Indiana State University |
| 2. LOCATION | Terre Haute, IN |
| 3. NAME OF PROGRAM | Masters of Business Administration in Educational Leadership (MBA-EL) |
| 4. WEBSITE | http://www2.indstate.edu/mbaed |
| 5. PROGRAM TYPE | Master’s Degree Program in Education Leadership for Licensure as Building Administrator |
| 6. METHOD OF DELIVERY | Onsite Delivery |
| 7. OTHER SITE LOCATIONS | Program is offered in Terre Haute, Indiana, only |
| 8. DEGREE AWARDED | MBA |
| 9. LICENSE UPON GRADUATION | Indiana Building Level Administrator License |
| 10. GRADE SETTING | K – 12 |
| 11. PREPARERS | Dr. Jack Maynard, Professor and Director of MBA-EL and Dr. Ryan Donlan, Acting Associate Dean, Bayh College of Education |
| 12. PREPARERS PHONE | Maynard - (812) 237-2108; Donlan - (812) 237-2918 |
| 13. PREPARERS EMAIL | Maynard - email (jack.maynard@indstate.edu); Donlan email (ryan.donlan@indstate.edu) |
| 14. CAEP COORDINATOR | Dr. Ryan Donlan, Interim Associate Dean, Bayh College of Education |
| 15. CAEP COORDINATORPHONE | (812) 237-2888 |
| 16. CAEP COORDINATOR EMAIL | ryan.donlan@indstate.edu |
| 17. ACCREDITATION SEEKING | Provisional approval for three cohorts of graduates. |
| 18. TYPE OF REPORT | Initial Review |

Section C – Required Information and Documentation

1. Clinical Experiences

EDLR 758 – Field Internship: This Field Internship is the practicum Experience for students in the principal internship. Students are placed in a school under the joint supervision of a certified school administrator and the University supervisor. This course is designed to provide students with practical experience related to the principal certification standards and effective practices. A portfolio and action research project will be developed to show performance activities that meet certification standards. 3 semester hours. Duration – One academic year (minimum of 300 documented hours of experience)

Note: This experience is consistent with the experience required of students who complete Indiana State University’s regular, approved Building Administrator Program.

2. Program of Study and Admission Requirements

Admission Requirements

- Applicants must have completed bachelor’s degree from an accredited institution of higher education.
- Applicants must have a minimum undergraduate GPA of 3.0 on 4.0 scale.
- Applicants must complete GMAT or GRE with scores at or above the prescribed level.
- Applicants must provide minimum of two letters of reference
- Applicants must hold a valid educator license and be employed in an accredited Indiana school.
- Applicants must be nominated by their district leadership for the program. No applicant can apply directly.
- In addition to meeting the requirements for admission the MBA-EL program at Indiana State University, applicants must also meet the admission requirements of the Woodrow Wilson Foundation Fellowship Program, which include a personality and leadership assessment conducted by a trained psychologist and by program faculty.

Program of Study

MBA 610 – Advanced Management Practices (3 semester hours)

MBA 612 – Quantitative Problem Solving (3 semester hours)

MBA 613 – Management Accounting (3 semester hours)

MBA 614 – Management Information Systems (3 semester hours)

MBA 621 – Managing the Strategic Workforce (3 semester hours)

MBA 622 – Strategic Financial Decisions (3 semester hours)

MBA 623 – Strategic Supply Chain and Operating Decisions (3 semester hours)

MBA 624 – Strategic Marketing Management (3 semester hours)
MBA 690 – Dynamic Strategy: An Integrated Approach (3 semester hours)
EDLR 681 – The School Principal: Leadership for Changing Schools (3 semester hours)
EDLR 595 – Topics in Educational Leadership: School Improvement (3 semester hours)
EDLR 758 – Principal Internship (3 semester hours, completed over two semesters)

Link to Graduate Catalog and Course Descriptions

<http://catalog.indstate.edu/content.php?catoid=28&navoid=704>

Special Note: For this program, all MBA courses were reviewed by a team of faculty members from the Scott College of Business and the Bayh College of Education with the goal of contextualizing the content/projects/assessment to align with both the business and educational environments.

3. COHORT DATA

Program will be available to three cohorts of Woodrow Wilson Foundation Fellowship students only:

Cohort I	13 Students	Dates of Study – June 2016 through August 2017
Cohort II	13/17 Students	Dates of Study – June 2017 through August 2018
Cohort III	13/17 Students	Dates of Study – June 2017 through August 2019

Note: Total enrollment for program will not exceed 45 students.

Note: At the end of Cohort III, Indiana State University will make a formal determination of the program’s future.

4. PROCESS OF SELECTION CLINICAL EDUCATORS

The MBA in Education Leadership program implements the following processes to select clinical educators at both the EPP and in the school-based setting in order to demonstrate a positive impact on candidate performance. In the EPP, clinical educators are selected, based upon a review of faculty performance evaluation information, academic credentials, as well as their field experience in P-12 settings, aligning with the curricular aspects of the courses in which they teach. Program Director recommendation, as well as advisement by the respective College Deans, ensures that appropriate supervisors are placed in key classroom and field-supervision circumstances. In the case of this program, please note the Educational Leadership credentials of Dr. Brad Balch (field experience), Dr. Steve Gruenert (coursework), Dr. Ryan Donlan (coursework), Dr. Bobbie Jo Monahan (coursework), as appropriate to their selection. For the Scott College of Business faculty, a review of academic credentialing appropriate to their disciplinary selection, as well as the standards of oversight provided by AACSB, guarantee an optimal selection process in term of clinical education supervision. Team of business and education faculty reviewed course syllabi to ensure appropriate alignment of instructional

content, as well as case analysis, in terms of the scope and sequence, depth and breadth, of classroom instruction. Field supervisors were vetted through partnership assurances with district superintendents and central office staff, as a guarantee of appropriate leadership and building management supervision for candidates, as well as to ensure that pre-service opportunities would be of an acceptable quality in terms of school operations, as well as school reform potential.

5. Performance Assessment

Multiple assessments were designed as key Educational Leadership Assessments required of all candidates in the program. These include the Indiana Principal Licensure assessment exam, as well as non-state (EPP-developed) assessments. Assessment descriptions are included below:

State Licensure Exam

The Indiana Core Assessment for School Administrators, Building Level, is an assessment which measures candidate leadership competencies in six domains: Domain I – Human Capital Management (25% Weight), Domain II – Instructional Leadership (20% Weight), Domain III – Personal Behavior and Relationships (10% Weight), Domain IV – Culture of Achievement (10% Weight), Domain V – Organizational, Operational, and Resource Management (10% Weight), and Domain VI – Constructed-Response Assignment (25% Weight).

The test consists of three sections (1) a section where candidates watch a video and answer multiple-choice questions on the video, (2) a multiple-choice section and (3) a section in which they will respond to a writing assignment. There are 65 multiple-choice questions and 1 constructed response section. In the constructed response section, candidates are asked to prepare a response of approximately 500 to 800 words. Candidates have 135 minutes to complete the test, and a passing score of 220 is required and in the constructed response are evaluated in terms of the extent to which their responses achieve the purpose of the prompt, subject matter knowledge, quality of supporting details, and soundness of argument and rationale.

Leadership Content Knowledge Assessment #1 (EDLR 681)

This assignment serves as an assessment of candidate content knowledge of the ELCC Standards 1, 3, and 4 (ELCC Assessment 2). Students will examine the framework for school reinvention authored by Dr. Steve Gruenert and Dr. Ryan Donlan pertaining to level of school reinvention and personal/professional disequilibrium. Once doing so, they will present a paper or audiovisual presentation, evidencing their knowledge of a vision for learning (ELCC 1), the promotion of success of every student through sound school management (ELCC 3), and the necessary collaboration with families and community to make this all possible (ELCC 4). This would ideally evidence that they are ready to enact a plan to lead the business of school reinvention for when they become a principal or building lead, specifically focusing on items learned while in this MBA in Education Leadership program. Their plan should take them through the first two semesters of their first school year, with particular attention to how they will focus more on people than programs while moving change in a positive direction. An audio-overdubbed (narrated), self-advancing, multi-media presentation regarding such (five to ten minutes in length) should be created and delivered electronically to the instructor. Please note that the format and delivery of the product must be such that the instructor can receive and view it, using the tools that he has currently

available to him, not requiring that he install additional software or join online groups or portals in order to view the products.

Relevant Course Goals: 1, Relevant ELCC Standards: Knowledge 1, 3, and 4; Indiana Content Standards: 1, 2, 3, 4, 5, and 6

Leadership Content Knowledge Assessment #2 (EDLR 595)

This assignment serves as an assessment of candidate content knowledge of the ELCC Standards 2, 5, and 6 (ELCC Assessment 7). Students will perform a cultural autopsy on their school. This means that students will use the information provided in the text *School Culture Rewired*, as well as supplemental readings and activities provided in class, to perform an analysis of their school's organizational culture, and demonstrate their knowledge of specific standards of leadership that can help encourage culture from where it is, to where a leader wishes that it can go on behalf of students, school, and community. In doing so, students will write an essay evidencing their knowledge of how leaders can leverage culture in order to sustain an instructional program conducive to student learning (ELCC 2), as well as how school culture can be influenced through a leader's integrity, fairness, and ethics promoting students' academic and social success, (ELCC 5) and how a leader's understanding of the larger environmental, social, and political contexts, trends, and initiatives can promote student success as well (ELCC 6). This assessment, once complete, would ideally evidence that students would have the knowledge base to enact a plan to lead the business of school reinvention for when they become a principal or building lead, specifically focusing on items learned while in this MBA in Education Leadership program.

Relevant Course Goals: Relevant ELCC Standards: Knowledge 2, 5, and 6; Indiana Content Standards: 2, 3, and 5

Leadership Skills Assessment #1 (EDLR 681)

This assignment serves as a demonstration of candidate application of building-level leadership skills in instructional leadership, particularly ELCC Standards 1 (ELCC Assessment 3). Students will demonstrate that they have the skills to apply a clearly articulated strategic plan of school visioning and instructional leadership to the results of their Personality Pattern Inventories and the Process Communication Model (PCM). In such, they will work with key communicators in their school districts to collaboratively design an action research project that will help them as leaders move forward a shared vision for learning, with key data analysis as an integral component (ELCC 1). The key will be to focus on their personal and professional capacity, not so much on whole-school improvement. Whatever students create must evidence graduate-level thinking and must be applicable to a professional educational setting. It must also showcase how a leader can foster and maintain amicable human relations toward the desirable end result of securing heightened leadership and management efficacy in ways transcending what is currently evidenced in K-12 schools.

Relevant Course Goal: 2; Relevant ELCC Standards: Skills 1; Indiana Content Standards: 2, 3, and 5

Leadership Skills Assessment #2 (EDLR 595)

This assignment serves as a demonstration of candidate application of building-level leadership skills that support an effective P-12 student learning environment, particularly with respect to ELCC Standards 2 and 5 (ELCC Assessment 5). For this activity, students will engage in an ongoing dialogue with the instructor each week during class that will focus on how they handled a situation that had leadership and student learning implications. This situation could be one that demonstrates leadership at the classroom level. Students will then be asked to analyze the situation in terms of three different lenses: (1) That which the school attorney would suggest; (2) That which the students first interview for a school principalship would suggest; and (3) That which the students' own internal barometer of values and ethics would suggest, if he/she were given the latitude to "do the right thing," with resources to support it. An ongoing, recursive

dialogue with the professor through journaling and response will allow students to apply skills that demonstrates that they can act with integrity, fairness, and in an ethical manner to ensure students' academic and social success (ELCC Standard 5) toward the development of a school culture that promotes heightened student success (ELCC 2). The students' abilities to assess what is being presented to him/her, making decisions in consideration of different and competing influences, will be assessed during this class experience, with an expressed intent of the activity to allow the student to experience the principles of self-awareness, reflective practice, transparency, and ethical behavior related to the role of a principal, as he/she works to safeguard diversity and promote social justice.

Relevant Course Goals: Relevant ELCC Standards: Skills 2 and 5; Indiana Content Standards: 3

Organizational Management and Community Relations Assessment (EDLR 681)

This assignment serves as a demonstration of candidate application of building-level leadership skills in organizational management and community relations, particularly with respect to ELCC Standards 3 and 4 (ELCC Assessment 6). For a final examination, students will be presented an in-basket activity that will mirror the day in the life of a building principal. It will allow the student to apply knowledge that promotes the success of every student through effective management of the school organization, operation, and resources (ELCC Standard 3), as well as the need to collaborate with faculty and community members to make this happen (ELCC Standard 4). The students' abilities to assess what is being presented to him/her, while prioritizing and acting upon the information, will be assessed during the class experience. Students will then have an opportunity to reflect upon how the day went and prepare a presentation as a team on what went well, what didn't go so well, and what they would do if they had a "do-over" with that same or similar information. The final portion of this examination will conclude with a focused, personal, and individual reflection (brief essay) of a take-away that might possibly become a guiding business principle for one's principalship in terms of leadership and management.

Relevant Course Goals: 1, 2, and 3; Relevant ELCC Standards: Skills 3 and 4; Indiana Content Standards: 1, 4, and 6

Leadership Internship/Practicum Assessment (EDLR 758)

This assignment serves as a demonstration of candidate application of building-level leadership skills in a school-level internship/clinical practice setting (ELCC Standards 2 and 6 -- Assessment 4). The Long-Term Project for Principal Interns in EDLR 758 is intended to offer students an authentic, school-based leadership experience (ELCC 7.1), with an opportunity to demonstrate how they are adding value in their clinical practice in a way that has a positive impact on student learning, as well as on their preservice preparation as principals. This takes place during their sustained internship experience (ELCC 7.2), in which they are provided at least six months of concentrated internship that includes field experiences within a school-based environment. Projects are conceptualized and designed collaboratively with the student, the university supervisor, and the field placement supervisor/mentor (an on-site mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty: ELCC 7.3) during the late-summer and fall and are implemented for the duration of the school year in which the students are fulfilling their internship requirements. While projects can take many forms, they are grounded in application of leadership skills and are framed in terms of the ELCC Standards that will guide leadership action toward an impact on student learning. This activity will allow students to apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning (ELCC Standard 2) and to demonstrate their understanding of the larger environmental, social, and political contexts, trends, and initiatives can promote student success (ELCC Standard 6).

Relevant Course Goals: Relevant ELCC Standards: Skills 2 and 6 (7.1, 7.2, 7.3 Referenced); Indiana Content Standards: 1, 2, 3, 4, 5, and/or 6

6. THREE CYCLES OF DATA

Information regarding three years or cycles of data is not available at this time, as we are in the first year of the program.

7. EXAMPLES OF DATA USE

Information regarding the use of data to improve candidate performance is not available at this time, as we are in the first year of the program.

8. PROGRAM FACULTY

Faculty from the Scott College of Business

Professor Kuntal Bhattacharyya

Assistant Professor – Operations and Supply Chain Management

Ph.D., Kent State University

MBA 623 – Strategic Supply Chain and Operating Decisions

No recent P-12 experience – Experience in Business

Aruna Chandra

Professor, Management

Ph.D. Kent State University.

MBA 690 – Dynamic Strategy: An Integrated Approach

No recent P-12 experience – Experience in Business

Alan Czyzewski

Professor, Accounting

PhD – University of Southern California

MBA 613 – Management Accounting

No recent P-12 experience – Experience in Business

Jeff Harper

Professor, Management Information Systems

Ph.D. Auburn University

MBA 614 – Management Information System.

No recent P-12 experience – Experience in Business

Wei Hi

Professor, Management

Ph.D. Boston College

MBA 610 - Advanced Management Practices

No recent P-12 experience – Experience in Business

Kimberly LaGrange

Instructor, Management
MBA - Indiana State University
MBA 621 – Managing the Strategic Workforce
No recent P-12 experience – Experience in Business

Steven Lamb

Professor, Operations & Supply Chain Management
Ph. D – Kansas State University
MBA 612 – Quantitative Problem Solving
No recent P-12 experience – Experience in Business

Vernon Sweetin

Professor, Marketing
PhD Southern Illinois University
MBA 624 – Strategic Marketing Management
No recent P-12 experience – Experience in Business

Tarek Zaher

Professor, Finance
PhD, University of Texas
MBA 622 – Strategic Financial Decisions
No recent P-12 experience – Experience in Business

Faculty from the Bayh College of Education

Bradley Balch

Professor, Educational Leadership
PhD, Indiana State University
EDLR 758 – Principal Internship
Former teacher, principal, superintendent, and school board member/president – Valid Indiana License

Ryan Donlan

Assistant Professor, Educational Leadership
EdD, Central Michigan University
EDLR 681 – The School Principal: Leadership for Changing Schools
Former teacher, principal, superintendent and director of charter school – Valid Michigan License

Steve Gruenert

Professor, Educational Leadership

PhD, University of Missouri
 EDLR 595 – Topics in Education: School Improvement
 Former teacher and principal – Valid Missouri License

C. Jack Maynard

Professor, Educational Leadership – MBA-EL Program Director
 EdD, West Virginia University
 Program director and advisor to all students
 Former teacher, dean of education – Expired West Virginia License

Terry McDaniel

Associate Professor, Educational Leadership
 PhD, Indiana State University
 MBA 621 and MBA 622 (Assisted in course development and guest lecturer)
 Former teacher, principal, and superintendent – Valid Indiana License

Bobbie Jo Monahan

Instructor, Educational Leadership
 PhD, Indiana State University
 MBA 624 (Assisted in course development and co-instructor)
 Former teacher and principal – Valid Indiana License

9. REPA/REPA 3 Educator Standards

Candidates are introduced to the Indiana Content Standards for Educators (below) and the Educational Leadership Constituent Council Standards (below) primarily in three courses:

- EDLR 681 – The School Principal: Leadership for Changing Schools and
- EDLR 758 – Principal Internship.
- EDLR 595 – Topics in Education: School Improvement

National and Indiana Professional Standards

ELCC Standards covered	Indiana Content Standards for Educators– School Leader District Level
Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district	Standard 1: Human Capital Management School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.

<p>vision of learning supported by the school community.</p>	
<p>Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.</p>	<p>Standard 2: Instructional Leadership</p> <p>School district leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.</p>
<p>Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</p>	<p>Standard 3: Personal Behavior</p> <p>School district leaders model personal behavior that sets the tone for all student and adult relationships in the district.</p>
<p>Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</p>	<p>Standard 4: Building Relationships</p> <p>School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.</p>
<p>Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.</p>	<p>Standard 5: Culture of Achievement</p> <p>School district leaders develop a district-wide culture of achievement aligned to the district's vision of success for every student.</p>
<p>Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and</p>	<p>Standard 6: Organizational, Operational, and Resource Management</p> <p>School district leaders leverage organizational, operational, and resource management skills to support</p>

influencing the larger political, social, economic, legal, and cultural context.	district improvement and achieve desired educational outcomes.
--	--

APPENDIX A

The Woodrow Wilson National Fellowship Foundation and the Scott College of Business, Indiana State University

Abstract: The Woodrow Wilson MBA Fellowship in Education Leadership will recruit and prepare outstanding leaders who will be placed in schools and districts in Indiana. The goal: to prepare leaders with the knowledge, skills, and tools to improve systems and schools, and also to drive student achievement. With its design of a new, more rigorous terminal degree to prepare school leaders, the Woodrow Wilson National Fellowship Foundation (WW) has selected three universities—The University of Indianapolis (UIndy), Indiana University (IU) and Indiana State University (ISU)—to partner as the Woodrow Wilson MBA Fellowship in Education Leadership in Indiana. With WW, they will co-develop new MBA degrees and build the capacity necessary to sustain them.

The model of the WW MBA Fellowship in Education Leadership is distinctive in key ways. First, it is nomination-based, engaging districts to help identify individuals with the competencies that are essential for effectively leading change in the education context. Second, the program is competency- and project-based, offering specialized preparation in areas such as leadership, finance, human resources, organizational change—all focusing on the education context. Third, it is clinically based, centering on an intensive, year-long project-based work with a school district. Fourth, it collaborates with districts to help identify and establish conditions that will enhance the effectiveness of program participants and drive sustainable gains in student achievement. And finally, Fellows—who will receive a stipend and be required to serve as principals in identified schools for three years—are provided with three years of executive coaching.

WW is not aware of any other program in the country that is using this kind of competency- and project-based approach, especially one that also takes a systemic view towards developing leaders capable of initiating true reform.

Background: The impact of school leadership is well-documented (Branch, Hanushek, Rivkin, 2012; Edmonds, 1979; Purkey and Smith, 1983). In fact, a Wallace Foundation report (2004) concluded that it is second only to teaching among school-related factors in its impact on student learning. Despite this, traditional school leadership programs are weak. They suffer from low admission and graduation standards, and they are undemanding and do not teach the skills and knowledge school leaders need to do their jobs. They do not generally include meaningful clinical experiences. These are among the findings of a national study conducted by WW President Arthur Levine for his report *Educating School Leaders*, in which he characterized the field as engaged in "a race to the bottom," as universities compete to attract students who are seeking programs that are fast and easy in order to earn a master's degree that produces a salary bump. Only half of the students who earn master's degrees in school leadership plan on careers in the field.

Woodrow Wilson's MBA Fellowship in Education Leadership addresses these critical problems. It is a highly selective and rigorous, competency-based, terminal degree program, integrating the fields of management and education as well as academic content and clinical experience, in order to teach the skills and knowledge school leaders require.

The Woodrow Wilson MBA program engages the whole system of preparing and supporting education leaders, creating layers of parties who will benefit, including

- **Fellows** with stellar backgrounds in education who receive financial support to earn an MBA in Education Leadership, preparing them to serve as an education leader in Indiana and address the pervasive national and international achievement gaps;
- **Teachers** whose recruitment, retention, satisfaction, and overall performance will be impacted by more effective and innovative leadership;
- **Students** who depend on principals and superintendents to foster a culture of high achievement (studies show that principals account for at least 25% of a total school's impact on student achievement); and
- **Universities**, which partner closely with Woodrow Wilson to design and sustain all aspects of a program—from curriculum to recruitment to mentoring—that will not only prepare outstanding school leaders for Indiana, but also serve as a statewide and national model.

Organizational structure: In Indiana, Woodrow Wilson has identified UIndy School of Business, the Kelley School at IU and the Scott College of Business at ISU as university partners. They have been selected because of 1) their commitment to transforming education leadership preparation on the part of administrators and faculty; 2) a willingness to collaborate among education faculty and business/management faculty; 3) the ability to partner with school districts, particularly those that are high-need and/or underperforming; and 4) the capacity – faculty, facilities, equipment, history, and values – to create an exemplary program. Design work has begun in each university.

In addition, district partners for the clinical experience are selected with specific criteria. Unlike other school leadership programs, the general public cannot apply directly; rather, participating school districts must nominate candidates. If a district's candidate is admitted to the program (and selected for a Fellowship), that district must agree to maintain the Fellow in a job at least 80 percent time during the program and serve effectively as the site for clinical project-based preparation; identify district leaders to undergo leadership training by participating in certain components of the program with the Fellows; and support the Woodrow Wilson MBA Fellow upon program completion by providing an appropriate leadership position to the Fellow within a year of graduation (otherwise the Fellow may have to seek such a position elsewhere or the Fellowship may have to be repaid).

Engaging districts in this way, initially and throughout the program, provides more avenues to influence systemic improvements that will lead to sustainable success for leaders, as well as their students and teachers.

Training delivery: High-impact principals need to have new skills and an increasingly complex set of competencies. One of the most recent reports finds that the highest demands exist in the areas of executive leadership, business operations, utilization of data, and talent management. This research has been borne out in programs such as the Rice Education Entrepreneurship Program and the UVA-School Turnaround Specialist Program. The Woodrow Wilson MBA Fellowship in Education Leadership builds on this research and experience by drawing upon and combining the most innovative thinking in business and education to develop relevant coursework combined with an intensive clinical experience.

The coursework, which is modeled after traditional MBA programs and equals them in rigor, is designed to prepare leaders who will drive innovation and grow high-performing

schools/systems. It will likely be modular, and the overall structure of the program will be similar to an Executive MBA model that includes intensive weekend and/or summer work. It may also be a blended model, involving both online and in-person learning.

At the heart of the program is the clinical residency, which extends throughout the school year and requires Fellows to spend up to four days a week in school field settings, serving in appropriate leadership positions defined in conjunction with the school district. These field experiences will include interaction, tutelage and guidance from successful practitioners and experts from within and outside the field of education. Examples of specific clinical activities include observations and interviews with education leaders; contributing to data analysis, data meetings, and the follow through from the data meetings back to the classroom; and debriefing with education leaders about what they have learned in their classes.

Programming and Coursework Elements: The program is built around the following themes or competencies, which constitute the core courses in the curriculum:

- Organizational leadership
- Data analysis and statistics
- Quality management
- Decision-making
- Marketing and stakeholder engagement
- Strategic management of talent
- Finance

At existing partner institutions, the program has specifically identified courses such as: Organizational Behavior and Diversity, Financial Accounting, Economics for Managers, Statistical Analysis for Management Decisions, and Management of Technology Innovation. It also proposes special topics from its school of education, as well as the practicum or residency component.

Job-embedded coaching: WW recognizes that even well-prepared leaders will need ongoing support, resources and accountability measures in order to be most effective. As a result, the Woodrow Wilson MBA Fellowship program provides three years of executive coaching for graduates when they enter their leadership positions after program completion. Coaching and mentoring will include, for example, developing a 30- and 90-day action plan that is created in

collaboration with the superintendent, district leadership team, and the assigned coach.

Funding in the amount of \$5,000 per year per Fellow for three years will be allocated by WW for coaching Fellows upon graduation from the program.

Rigorous admission standards: The WW MBA Education Leadership is the only degree-granting education leadership program in the country known to be using a nomination process for recruitment/selection purposes. For the first cohorts—as the program builds a reputation and establishes a pipeline—Woodrow Wilson and EPEC will work closely with the parties that will make nominations, including superintendents and charter school leaders/authorizers.

Given the high degree of selectivity for the program and the importance of helping to identify the most capable and qualified candidates, meetings with potential nominators will emphasize the criteria for nominees, including a passion for education, innovation and problem-solving; strong character, including tenacity and a spirit of continuous improvement; and a track record of results-driven leadership (at any level, including teachers who have emerged as peer leaders).

Following nomination, potential applicants are notified and invited to submit an application. The application process then includes submitted materials that address the need for a strong academic background, including essays, references, resumes, and transcripts. It also includes GRE and/or GMAT scores.

Finalists for the Fellowships will be invited to participate in a competency-based interviewing process. This “Behavioral Event Interview” will be used to match specific competencies with education leadership roles. Candidates are assessed by measurement of their focus on areas such as sustainable results; ability to engage the team; impact and influence; skill in holding people accountable for school performance; commitment to students; conceptual thinking; and analytical thinking.

Financial Aid: Admitted Fellows will receive stipends that cover the cost of tuition and related expenses. In addition, each district will be asked to make a significant investment: If a district’s nominee is admitted, that district will be asked to maintain the Fellow in a job at least 80 percent time during the program. They must also provide the Fellow with an appropriate leadership position within a year of graduation, or else repay the Fellowship. For future cohorts, the district may also be asked to cost share tuition once initial development grants are expended.

Measuring Program Effectiveness: Woodrow Wilson agrees to work with national researchers

and participate in program effectiveness studies. As reflected in the budget, the Foundation plans to hire a third-party agent for the purpose of assessment. Specifically, Woodrow Wilson proposes using the Center for Analysis of Longitudinal Data in Education (CALDER), now part of the American Institutes for Research (formerly part of the Urban Institute), to conduct an evaluation of the M.B.A. Fellowship in Education Leadership. For its evaluation, CALDER will study the impact of the Fellows on student learning; their retention, including in hard-to-staff schools; and the degree to which the new program is being diffused and sustained. The assessment will take a two-pronged approach, including both formative assessments (measuring impact during the course of the program) and summative assessments (measuring impact upon completion of the program). In addition to collecting school-level achievement data, the evaluators will also work closely with districts to collect other relevant data that is necessary to gauge the impact of school leaders (e.g., attendance, discipline referrals, graduation rates, climate and culture). An assessment with specific evaluation criteria/benchmarks for the program in Indiana will be designed.

Partnership Roles: For its work with university partners, WW executes a memorandum of understanding (MOU) to clearly define the collaboration goals, organizational roles, and the specific duties and responsibilities of program leadership. Leading up to the program launch WW will work with partners on program design to be sure that it is focused on the desired learning outcomes and competencies, satisfies requirements for regional accreditation and certification/licensure entities, and uses any required state framework.

WW will provide expertise as it relates to the integration of business and education for preparing education leaders. Universities will then be responsible for program delivery in ongoing collaboration with WW. Capitalizing on strengths in management and leadership education, along with their experience in serving adult learners, partner universities will also draw upon WW's expertise in education leadership to design and implement a recruitment and admissions plan and a post-graduate leadership coaching program that helps graduates achieve program objectives.

In addition, district partners will have key roles. For example, collaborating with WW and the university to identify schools that have been persistently underperforming. The identification of these schools will cite evidence from the school report card, scale score growth, and other qualitative indicators that indicate the school is in need of intervention to reverse poor student

achievement.

Sustainability Plan for Three Cohorts: After a first year that supports program design and implementation and the recruitment and selection of 15 Fellows, there are four possibilities for sustaining the program: 1) WW maintains an ongoing partnership with the state and funding entities; 2) school districts decide to support the program by making supplemental funding available to its most promising educators with leadership potential, as a reward for strong performance and as an incentive to remain in the district; 3) the program is strong enough to operate independently without additional funding (i.e. MBA students paying their own tuition with the possibility of institutional financial aid); or 4) Woodrow Wilson seeks support from private funding sources. For any of these scenarios, WW will work closely with the university to build the infrastructure needed to sustain the program. Not only will the university receive a transformation grant to support the redesign and implementation, but Woodrow Wilson will help build capacity at the universities in areas such as recruitment, selection, course development and executive coaching.

School and district leadership matters more than ever in giving all of the nation's students access to outstanding education. Through its Woodrow Wilson Teaching Fellowship, which prepares math and science teachers for high-need schools in five states, beginning with Indiana, the Woodrow Wilson National Fellowship Foundation has learned—not surprisingly—that principals are a critical element in the Teaching Fellows' success in the classroom and for



retention in the teaching profession. Indeed, the research shows that school leadership is second only to teaching among school influences on student success: Principals account for at least 25 percent of a school's total impact on student achievement.

Accordingly, a high-ability principal is essential. Current school leader preparation programs, which typically offer an M.Ed. to successful principal candidates and an Ed.D. for prospective

superintendents, are generally poor. Admissions and graduation standards are the lowest among programs offered by education schools. Coursework is largely unrelated to the positions students are preparing for. The clinical portions of the program are often weak. Too many teachers take these programs, which are thought of as the easiest route to a master's degree, for the salary bump they bring. Thus many current programs place a premium on fast and easy programs. In fact, no state requires superintendents have an Ed.D.

Because of this, the Woodrow Wilson Foundation set out to create a new, more rigorous terminal degree to prepare school leaders, the MBA in Education Leadership. The WW MBA seeks to address twin problems in American education. First, well-resourced U.S. schools still rank below those of many other nations—such as Finland, Singapore, South Korea, Japan, China, the Netherlands, and Canada—on measures of student achievement. Most of the nation's highest-performing schools are not competitive internationally. On the other hand, too many of our high-need urban and rural schools still fall too far below domestic benchmarks for student achievement, causing significant achievement gaps within and between states.

To confront these twin problems, the Woodrow Wilson Foundation invited the University of Indianapolis (UIndy) and the Milwaukee School of Education (MSOE) to partner with the Foundation to create this new, innovative approach to education leader preparation. Beginning in late 2013, the Foundation led the development of this new degree, while working with MSOE and UIndy to build the capacity necessary to sustain it over the long term. At both campuses, the

first classes of 15 Woodrow Wilson MBA Fellows began their work in summer 2014. In Indiana, Lilly Endowment provided a \$14.5 million grant in fall 2014 to expand the program, both by extending the program at UIIndy and by adding programs at two additional universities in the state. In both Indiana and Wisconsin, the inaugural classes of MBA Fellows will graduate in summer 2015 and will assume leadership positions at high-need schools. Additional classes of Fellows in Indiana will begin in 2015 and 2016.

The Woodrow Wilson Model for Education Leader Preparation

Design of the Woodrow Wilson MBA Fellowship in Education Leadership draws on the best available research and practical expertise in the fields of business and education to prepare leaders with the knowledge, skills and tools to improve systems, schools, and, ultimately, student achievement. As part of this comprehensive approach, the WW MBA Fellowship program:

- collaborates with school districts to help identify and establish conditions that will enhance the effectiveness of program participants and drive sustainable gains in student achievement;
- includes integrated clinical and academic instruction that draws on the most innovative thinking on leadership preparation in the fields of business and education;
- provides three years of executive coaching for graduates once they enter their leadership positions; and
- ensures all program participants have a two- to four-week immersion experience, either in a strong high-need school domestically, through a residency at a high-performing school in another country, or in an organization that helps develop necessary expertise in specifically identified areas.



While it is likely that most WW MBA Fellows are current classroom teachers who will move into school leadership positions immediately upon graduation, the mission of this program is to prepare education leaders who will gain the knowledge, skills, expertise, and tools to progress into district and/or state leadership positions or go on to lead other education entities. As a result, sitting principals with a desire to move into district (or other organizational) leadership positions may also participate in this program.

Under Woodrow Wilson guidance, MBA Fellowship in Education Leadership program works closely with the host university's business school and, where appropriate, education school. Additionally, each state-based program partners with approximately 15 highly ranked suburban school districts, chosen for their commitment to raise performance to world-class levels. Other Woodrow Wilson design principles for the MBA Fellows program include these:

- Fellows are selected through a highly competitive nomination process in which partner K–12 districts, along with a number of turnaround schools and charter schools across the state, are invited to nominate candidates from their current pools of educators. Nominees then go

through a multi-step review process before being asked to join the WW MBA program. For the inaugural MBA classes in 2014, for instance, from an initial pool of thousands of eligible teachers, only 15 were selected to be WW MBA Fellows at each of the two universities.

- Each Fellow receives \$50,000 to cover tuition for the 13- to 15-month (two summers and a full academic year) MBA program and related expenses. Each will be required to serve in a leadership position in an identified school for at least three years.
- All Woodrow Wilson MBA Fellows receive specialized preparation in areas such as leadership, quality management, talent management, data analysis, and organizational change—all provided through an education lens.
- The state program and its classes of Fellows will be spotlighted through aggressive public and media engagement efforts, highlighting its participants as the future of effective school leaders and the program and a model for other universities and school leader preparation programs.

Evaluation of the new MBA program will be primarily tied to two measures of progress. The first is the placement of Woodrow Wilson MBA Fellows in school leadership positions. Once in place, Woodrow Wilson will measure progress toward the goal of closing the achievement gaps at those schools where Fellows are placed as principals. Progress will be determined by metrics such as student test scores and graduation rates, in comparison with the best schools nationally and internationally.

Why Woodrow Wilson?

The Woodrow Wilson Foundation has been successfully developing and implementing selective fellowship programs for nearly 70 years. The Foundation's 21,000 Fellows have won remarkable awards and honors: 14 Nobel Prizes, 32 MacArthur "Genius" Awards, 16 Pulitzer Prizes, and more. Today the Foundation offers some 500 fellowships a year in fields like foreign affairs, secondary school teaching, and ethics and the humanities.

The Foundation's experience with its state Teaching Fellowships is critical to this project. In 2007, recognizing the urgent need for well-prepared teachers, the Foundation launched the Woodrow Wilson Teaching Fellowship, which recruits highly able candidates for teaching careers in high-need subjects such as math and science and prepares them to teach in the schools that most need them.

Now operating in five states, with 28 universities, the Teaching Fellowship also helps to transform teacher education, as participating universities strengthen their teacher education programs based on Woodrow Wilson standards. The MBA Fellowship in Education Leadership will be informed by the Foundation's experience with creating new teacher education programs through the Teaching Fellowship, and by its experience in recruiting, mentoring, and placing outstanding Fellows in school districts across the United States.

Indiana State University MBA in Education Leadership Program

TO: Indiana Department of Education Program Review Committee

We at Indiana State University appreciate your Committee's time, questions, and sound guidance concerning our application for approval of our non-traditional pathway to Educational Leadership Licensure. In response to your feedback, we are preparing additional information for your consideration.

Introductory Comments

The MBA in Education Leadership is an alternative pathway to licensure as a building principal. When the Woodrow Wilson National Fellowship Foundation selected Indiana State University to be a partner in this exciting project, it was with the expectation that we would build this program on the strengths of our AACSB nationally accredited MBA program and our nationally accredited NCATE program (transitioning to a CAEP accreditation cycle) in educational leadership. It was also clear that the program would maintain the "integrity" of the MBA program while contextualizing the content to focus on issues relevant to educational leaders. The program remains a MBA degree with a specialization in education leadership.

Attached you will find two documents from the Woodrow Wilson National Fellowship Foundation which speaks to the national context that led to the MBA program and the expectations for Indiana State University. The first is an overview of the Woodrow Wilson MBA in Education Program nationally. The second is an abstract that outlines the expectations that WWF placed on ISU when the program began.

Our request is for approval of this experimental program that is funded to prepare 3 cohorts of Indiana educators only: 3 cohorts of 15 students / 45 in total. If our research determines that the program is successful, we fully expect to present a more complete proposal to IDOE with data to support that request.

We take great pride in the design of our program, especially the effort to contextualize the problem based leaning in the MBA courses. The faculty of the ISU's department of educational leadership and numerous building principals and district level administrators worked with the business faculty to assist in this contextualization.

We also take great pride in our efforts to recruit high-quality educators for this program. Each district leader who nominated someone for the program understood the high-stakes of their recommendation. The district is expected to place the MBA graduate in a leadership position within one year after completing the program and fulfilling licensure requirements.

The evidence is strong that they nominated outstanding educators. At his point in their MBA program, the average GPA for the cohort is 3.77; five students have a 4.0 GPA, and the lowest GPA of any student is 3.33. This level of performance is higher than that of our regular MBA students and our professional MBA students. In addition to their performance in the classroom, they are also performing extremely well on the state's licensure exam. Four of the students have already taken the exam and passed the first time, for a current 100% pass rate.

In the following sections, you will find additional information that address some of the concerns that were identified in your initial review. We have also attached copies of the course syllabi for all courses. We need to note that you will see that the syllabi for the three courses in Educational Leadership speak directly to the standards and our assessment system, while the nine courses from business address the content expected the AACSB accredited MBA program.

Unit Assessment System

The MBA in Education Leadership program has an established Unit Assessment System in line with our standards for National Recognition as part of our college's accreditation processes. It is a sophisticated assessment system comprised of both national and Indiana-specific assessment measures aligned with established Standards.

The Council for the Accreditation of Educator Preparation Programs (CAEP) accrediting agency (and as well, NCATE), in cooperation with our Specialized Program Association, the Educational Leadership Constituent Council (ELCC) and the National Policy Board for Educational Administration (NPBEA) asks that we administer six assessments in our licensure programs for national recognition of our program for building-level leadership. We currently enjoy national recognition through this Unit Assessment Plan. In such, six assessments are as follows (below), divided under the categories of **Content Knowledge** and **Professional Leadership Skills**:

Content Knowledge Assessments

ELCC Assessment 1: A state licensure assessment or other assessment of candidate content knowledge of the ELCC standards.

ELCC Assessment 2: Another assessment of candidate content knowledge of the ELCC standards.

Professional Leadership Skills Assessments

ELCC Assessment 3: Demonstration of candidate application of leadership skills in instructional leadership.

ELCC Assessment 4: Demonstration of candidate application of leadership skills in a school-level internship/clinical practice setting.

ELCC Assessment 5: Demonstration of candidate application of leadership skills that support an effective P-12 student-learning environment.

ELCC Assessment 6: Demonstration of candidate application of leadership skills in organizational management and community relations.

Assessment Development – MBA in Education Leadership

In developing our assessments for the MBA in Education Leadership, we have ensured that each of the ELCC Standards 1 – 6 (and contributing Standard Elements) are spread among the Content Knowledge Assessments, and again, that each of the ELCC Standards 1 – 6 (and Standard Elements) are spread among the Professional Leadership Skills Assessments. These Standard Elements are aligned with Indiana Content Standards for Educators (Building-level Leaders), with crosswalk documents provided on the link later in this report.

At the outset of our program, we considered that one key decision regarding our MBA in Education Leadership program was very important and in line with the expectations of the Woodrow Wilson Foundation – Specifically, that we create an innovative licensure program experience that is non-traditional: That the SPA Assessments would be allocated among the three EDLR courses, so as to maintain the MBA integrity of the Scott College of Business courses, where the professors expressed their intention to meet their own accreditors’ demands through their own fidelity of course content in the MBA-specific courses.

What follows is our allocation of assessments among coursework in the instructional sequence:

- **Assessment #1** (Knowledge): Licensure Test
- **Assessment #2** (Knowledge): EDLR 681, covering ELCC Standards 1, 3, and 4, and Indiana Content Standards 1, 2, 3, 4, 5, and 6.
- **Assessment #3** (Skills): EDLR 681, covering ELCC Standard 1, and Indiana Content Standards 2, 3, and 5.
- **Assessment #4** (Skills): EDLR 758, covering ELCC Standards 2, 6 (and Standard 7, the separate internship standard that is to be interwoven among the experiences), and Indiana Content Standards 1, 2, 3, 4, 5, and 6.
- **Assessment #5** (Skills): EDLR 595, covering ELCC Standard 5, and Indiana Content Standard 3.
- **Assessment #6** (Skills): EDLR 681, covering ELCC Standards 3 and 4, and Indiana Standards 1, 4, and 6.
- **Assessment #7** (Knowledge): EDLR 595, covering ELCC Standards 2, 5, and 6, and Indiana Standards 2, 3, and 5.

The following UAS Alignment Chart denotes how the ELCC Standard Elements are covered, at the micro or indicator level, among the three courses, EDLR 595, EDLR 681, and EDLR 758/793, from the standpoint of Knowledge Coverage (K) and Skills Coverage (S).

MBA EDLR Curriculum Map					
2011 ELCC Standard Elements		K = Knowledge Coverage	595	681	758/793
		S = Skills Coverage			
1.1	Vision: Dev, art, imp. & steward			KS	
1.2	Using data in goal setting			KS	
1.3	Promoting cont./sust. Improvement			KS	
1.4	Evaluate progress & revise plans			KS	
2.1	Facilitate culture & inst. Program/learning		KS		S
2.2	Create & evaluate comp./rig. Inst. Program		KS		S
2.3	Develop & supervise inst. & leadership capacity		KS		S
2.4	Promote effective technologies supporting inst.		KS		S
3.1	Monitor & evaluate district mgmt. & systems			KS	
3.2	Use human, fiscal, & tech. resources			KS	
3.3	Promote policies & procedures welfare/safety			KS	
3.4	Develop district capacity for distributed leadership			KS	
3.5	Focuses TIME on supporting high quality instruction			KS	
4.1	Collaborate with faculty/community by analyzing information			KS	
4.2	Mobilizes community resources & promotes diversity			KS	
4.3	Builds and sustains positive relationships with families			KS	
4.4	Builds and sustains positive relationships with comm partners			KS	
5.1	Acts with integrity and fairness		KS		
5.2	Models principals of self-awareness, reflection, & transparency		KS		
5.3	Safeguards the values of democracy, equity, and diversity		KS		
5.4	Evaluates the potential legal and moral results of decisions		KS		
5.5	Promotes social justice to ensure individual student needs met		KS		
6.1	Advocates for district students, families, & caregivers		K		S
6.2	Acts to influence local, state, and national decisions affecting		K		S
6.3	Anticipates and assesses emerging trends & adapts to them		K		S

Assessment descriptions were included in our initial report for your review and our conversation, and they are again included in course syllabi.

Syllabi

Syllabi for the three courses in Educational Leadership are included with our additional information provided to the Indiana Department of Education. These include:

EDLR 681 – The Principalship
EDLR 595 – Topics in Education
EDLR 758 – Principal Internship

A review of these syllabi will demonstrate that coursework is streamlined, and includes progressive pedagogy that models innovation. Further, that course materials and instructional sequencing are strategic and rigorous, targeting building-level leadership skills required of 21st century educators, and that requisite assessment samples are included in the context of those syllabi. Please know that additional materials are available upon request that drill-down further in terms of planning, instruction, and assessment.

Instructional Leadership

Course content is rich in Instructional Leadership, including but not limited to the cross-cutting themes of technology, diversity, and assessment. Consider the following metrics that are evaluated at the micro or indicator level of Instructional Leadership, in the context of coursework:

- Students of school-building leadership demonstrate knowledge of theories on human development and motivation, personalized learning environments, and how school culture can be influenced to ensure student success (ELCC 2.1, Instructional Leadership Knowledge).
- Students of school-building leadership demonstrate collaborative skills required to partner with students, staff, and families to accomplish school improvement goals, while incorporating school-wide cultural competence and a recognition and celebration of diversity in the development of curriculum, programs, and instructional practices, toward ensuring a personalized learning experience and instructional practices that promote trust, equity, fairness, and respect (ELCC 2.1, Instructional Leadership Skills).
- Students of school-building leadership demonstrate knowledge of curricular and instructional theories; multiple measures of teacher performance and evaluation, and how data collection, analysis of evidence, and technology can promote critical conversations and an effective evaluation system that supports and monitors student learning (ELCC 2.2, Instructional Leadership Knowledge).
- Students of school-building leadership demonstrate the skills required to collaborate with faculty to plan, implement, and evaluate a sound curriculum; utilize evidence-based research in making curricular and instructional decisions; design evaluation and feedback systems based on multiple measures of teacher performance and student outcomes, and

interpret information and communicate progress effectively (ELCC 2.2, Instructional Leadership Skills)

- Students of school-building leadership demonstrate knowledge of leadership theory and standards for professional educational practices, and how high-quality professional development for school staff and leaders can positively influence instructional leadership, change processes, and program evaluation (ELCC 2.3, Instructional Leadership Knowledge).
- Students of school-building leadership demonstrate the skills required to work collaboratively with school staff to improve teaching and learning through the design of quality curricular materials, effective instructional differentiation, technologies that enhance teaching and learning, and professional growth plans aligned with national professional development standards that increase the capacity of school staff and leaders (ELCC 2.3, Instructional Leadership Skills).
- Students of school-building leadership demonstrate knowledge of technology and its use in effective instruction, as well as the infrastructures for the ongoing support, review, and planning for future instructional technology (ELCC 2.4, Instructional Leadership Knowledge).
- Students of school-building leadership demonstrate the skills required to use technologies for improved classroom instruction, student achievement, and continuous school improvement, including an ability to monitor and assist with instructional practices and to use performance management systems to monitor, analyze, and evaluate assessment data for accountability reporting (ELCC 2.4, Instructional Leadership Skills).

An additional point on instructional leadership. The following course text in EDLR 681 serves as a foundational learning point on instructional leadership and one that guides student assignment completion in that course:

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.

Arguably, this information is one of the most comprehensive and applicable, research-based instructional leadership toolkits available nationally to P-12 leaders, with statistical Effect Size measures for most available and utilized instructional leadership practices employed in school buildings today.

MBA in Educational Leadership Standards Alignment Assurances

Note: ELCC Standards align with “State-approved Standards and provide candidates with knowledge specifically relevant to 21st century candidates” (Proposal Review Rubric, IDOE), as

demonstrated:

http://www.in.nesinc.com/PageView.aspx?f=GEN_MappingTheTestFrameworkToTheStandards.html.