

Request to Place an Item on the AgendaName: Camille Dillingham

Address: _____

Telephone number: _____

Name of school children attend, if applicable: _____

Group represented: _____

Check if request was submitted to: ☐ Superintendent ☒ Board Chairperson

Conferred with following administrators (names): _____

Description of Issue: To enter into an agreement
Western Kentucky University' school leadership
preparation programs. We have a teacher
who has been accepted into The program.

Specific Action Requested: _____
To approve the memorandum of agreement
between WKU school leadership program and
Todd Caenty Board of education.

Check if you are: ☐ Board Member ☒ District Employee ☐ Community Member

All requests for items to be placed on the agenda must be submitted to the Superintendent prior to the Board meeting as specified in Board Policy 01.45. Items submitted shall require prior approval of the Superintendent.

Review/Revised: 3/13/06

**WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF EDUCATIONAL ADMINISTRATION, LEADERSHIP,
&
RESEARCH
PRINCIPAL PREPARATION PROGRAM**

**Local School District and Western Kentucky University
Memorandum of Agreement**

Designed and implemented in partnership with education leaders from across the Green River Regional Educational Cooperative (GRREC), Western Kentucky University offers one of Kentucky's most innovative school leader preparation programs: a rigorous, results-based program that prepares school leaders to improve P-12 student learning in 21st Century schools. Among the distinctive program features are a carefully integrated and sequenced set of school-based leadership experiences collaboratively designed by WKU Principal Preparation Program faculty, GRREC personnel, and school and district leader partners.

Admission Requirements

1. Master's degree
2. GPA of 3.0 or higher on all graduate work
3. Three years of documented successful teaching experience in a public school or a nonpublic school that meets the state performance standards established in KRS 156.610
4. Written statement that documents the candidate's skills and understanding related to his/her ability to improve student achievement and exhibit both leadership and an advanced knowledge of curriculum, instruction, and assessment
5. Letters from the following references:
 - a. Principal/immediate supervisor
 - b. Professional colleague
6. Approved MOA from school district
7. Writing sample
8. Interview
9. Signed expectations form

Curriculum Requirements

1. Required core courses and their related field experiences are co-designed and co-delivered by university and district partners. The co-delivery will be structured in such a way to ensure that state and national accreditation standards are met (e.g., National Educational Leadership Preparation (NELP) standards and Professional Standards for Educational Leaders (PSEL)).
2. Curriculum will be organized around the question "What do principals need to know and be able to do in order to equitably improve student learning?" and according to the following themes:
 - a. Leadership and policy context of schools
 - b. Creating and leading a community of high achievement
 - c. Leading learning

- d. Leading and managing for continuous improvement
- 3. Courses will be linked, unified, spiraled, and in some cases personalized to meet the unique student and district leadership needs.
- 4. Assignments will be designed to provide principal candidates job-embedded opportunities to engage in authentic P-12 principal leadership activities as appropriate.
- 5. Course activities and field experiences will expose principal candidates to diverse student populations and school environments.
- 6. Principal candidates will be required to demonstrate mastery of objectives related to the courses' nine required anchor assessments.

Clinical Experiences Requirements

- 1. Clinical experiences are co-developed by academic faculty, district clinical supervisors/mentors, and candidates. They are anchored to academic coursework and articulate clear and specific learning and career development goals/targets for each principal candidate.
- 2. Clinical experiences are guided in each course by clearly stated expectations for the duration of the clinical experience, the specifically assigned leadership tasks, high-quality onsite guidance and modeling, and coordination between academic program and school sites to ensure high-quality learning experiences for candidates.
- 3. Principal candidates will receive detailed, high-quality feedback and coaching support from both faculty and district mentors on a variety of authentic tasks.
- 4. Candidates are supervised throughout the duration of their clinical experience by both academic faculty and school-site supervisor(s)/mentors. Performance expectations and evaluation criteria are clearly defined in the course syllabi and assignments. Academic faculty supervision is provided through their formative and summative assessment of student work products providing evidence of successful execution of their leadership assignments, while district partners provide site-based supervision by:
 - a. ensuring that the conditions are provided for clinical assignments to be undertaken
 - b. providing consultation and feedback to candidates as needed and as defined in the clinical assignments
 - c. providing observation of candidate performance sufficient to enable the clinical supervisor/mentor to attest to the authenticity of the clinical work products produced.
- 5. Clinical placements are approved in collaboration between academic program staff and district supervisors to ensure that school sites are adequately resourced to provide candidates with a high-quality clinical experience.
- 6. Candidate clinical evaluations are based on systematically developed program assessment criteria and used to guide field supervision and evaluation appropriate for a specific clinical context.

District and University Requirements

- 1. District will:
 - a. Provide personnel on a voluntary, rotating basis (among districts) to assist in screening program applicants

- b. Provide qualified and interested personnel to assist in delivery of courses and related course activities as appropriate
- c. Provide personnel to mentor and coach the principal candidates
- d. Allow principal candidates access to school and district information and data
- e. Allow principal candidates to participate in the continuum of school-based experiences, particularly in terms of their **clinical experiences**, ranging across observing, participating, and leading
- f. Allow principal candidates to participate in appropriate school and district leadership activities

2. University will:

- a. Provide program faculty for program co-design and co-delivery
- b. Provide program faculty to mentor and coach candidates, providing descriptive feedback for encouragement and improvement on course assignments, anchor assessments, and clinical experiences
- c. Collaborate with districts in providing high quality field/clinical experiences
- d. Develop and implement a continuous assessment system that informs decisions related to program components.

Dean, WKU CEBS

Date

Superintendent

Date

Todd County
School District Name

