Appendix D
Samples of Assessments
and
Scoring Rubrics

EDLE 6173: School Business Management
Building a Budget for Success: A District Leader's First Priority
Assignment Information
Points Possible: 250

NELP: 1.1, 2.1, 3.2, 6.2, 6.3, 7.1
AR Competencies: 1.1, 2.1, 3.2, 6.2, 6.3, 7.1
LEADS: 1A, 1D, 2B, 3A, 4B, 4C

There are three parts to this assignment:

      1. The budget document will include the budget rationale or justification for each category.
      2. The budget process and how you will evaluate the effectiveness of the budget in reaching campus and district goals.
      3. A Summary and Reflection

Scenario:

You are the district administrator in charge of budgeting in your current school district. In this activity, select the appropriate stakeholders, conduct a needs assessment, analyze the data presented, prioritize needs, set goals and objectives, and develop an action plan for improvement. Plan for the resources necessary to support your plan for improvement.

Choose a campus in your school district (i.e., elementary, middle, or high school) and review the information and data provided in your school's improvement plan and the school performance report data.

Develop a budget for your district. Your completed budget should start with your school's mission and vision statement, school goals as described in the improvement plan, and a breakout off the demographics of the campus by average daily membership (or attendance), the percentage of students taking part in the National School Lunch Act (free or reduced lunch), the percentage of special education students, Title I, Bilingual Education, and Gifted and Talented students. Also include the percentage of students by ethnicity.

Meet with the district bookkeeper (or applicable personnel) to determine the total amount allocated for your chosen campus for the upcoming school -year and how that allocation was determined. Then determine the amount budgeted (or will be budgeted) for your chosen campus –including salaries for certified and classified staff, materials and supplies, textbooks, categorical funds, etc., (all costs coded to your campus). Be sure to justify each category of expenses.

Determine the projected student enrollment for the upcoming school year to help predict the number of staff members needed per grade level or subject area. Use recent allocation amounts (foundation funding, ELL, etc.) to determine the allocation for the school year. Use the district's salary schedule for the upcoming school year to determine salaries for school personnel.

The Proposed Budget and Rationale Artifact Must Include the Following Sections:

1. Cover page with Mission and Vision, School goals, and the demographics described in the scenario. Explain the relationship between the school goals, vision and mission and the district vision, mission, and goals.

2. Certified Teaching Staff, and Certified Administrative Staff listed by position, salary and contract days and displayed on a spreadsheet. Include a notation of the number of Full-Time Equivalent (FTE) teachers with a student teacher ratio. Include justifications for the number of teaching positions and the number of administrative positions.

3. Budget for Classified Staff (secretaries, nurse, Aides, Custodian, Food Service) and display on a spreadsheet. Keep in mind that salaries may take up to 70% to 80% of your budget. Justifications must exist for each category. Justifications may reference industry standards for custodial or food service, counselors, administrators, etc.

4. Budget for instructional materials and supplies and in your justification outline how all staff participated and justified their proposed expenditures to you.

5. Include the media center, technology, GT and special education, professional development, guidance counselor, fine arts, athletics and/or PE in your materials and supplies and write justifications for each of these expenditures after the materials and supplies spread sheet.

6. Include justifications and extra money for special initiatives to meet your goals to improve literacy and/or math (hint, the chart you developed earlier with school performance report data may be used again here).

7. Include a budget spreadsheet or table for office Items with justifications.

8. Conclude with a written section on how you conducted the budget planning process and how this process compliments both the district and campus goals.

9. In your conclusion, include a written section on how you will evaluate the effect of the budget on the goals of your campus and district and what you will do with your findings.

10. The final component of the artifact will include a summary and reflection that describes the three most important aspects of building a budget (including developing consensus among stake holders) that influenced your understanding about school finance at the building level. Reflect upon how this learning will affect your practice in the future.

EDLE 6173: School Business Management
Rubric: Building a Budget Project

Student Name _____

Assessment Task	Approaching Standard 0-34 pts	Meets Standard 35-44 pts	Exceeds Standard 45-50 pts
Part 1: Budget Document: Develop a budget for your district. Your completed budget should start with your school's Mission and Vision Statement, School Goals as described in the ACSIP/Indistar Plan, and a breakout off the demographics of the campus by Average Daily Membership, the percentage of students taking part in the National School Lunch Act (free or reduced lunch), the percentage of special education students, Title I, Bilingual Education, and Gifted and Talented students. Also include the percentage of students by ethnicity.	The candidate's work was vague and unclear. It provided insufficient reflection. The work was not complete	The candidate's work was clear and adequate. Sufficient detail skills reflected an adequate understanding of the project's writing and organizational skills reflected an adequate understanding of the project. The following were included in the project: -Cover page with Mission and Vision, School goals, and the demographics described in the scenario. -Certified Teaching Staff, and Certified Administrative Staff listed by position, salary and contract days and displayed on a spreadsheet. - Budget for Classified Staff (secretaries, nurse, Aides, Custodian, Food Service) and all other materials displayed on a spreadsheet	The candidate's work was thorough, comprehensive, and reflective in all of the following: -Cover page with Mission and Vision, School goals, and the demographics described in the scenario. -Certified Teaching Staff, and Certified Administrative Staff listed by position, salary and contract days and displayed on a spreadsheet. - Budget for Classified Staff (secretaries, nurse, Aides, Custodian, Food Service) and all other materials displayed on a spreadsheet
Part 2: Budget Process/Evaluation of Effectiveness in Reaching Goals. A written section on how you will evaluate the effect of the budget on the goals of your campus and district and what you will do with your findings.	The candidate's work was vague and unclear. It provided insufficient reflection. The work was not complete.	The candidate's work was clear and adequate. Sufficient detail was included, and the candidate's writing and organizational skills reflected an adequate understanding of the project. The following were included in the project: A written section on how you conducted the budget planning process and how this process complements both the district and campus goals. A written section on how you will evaluate the effect of the budget on the goals of your campus and district and what you will do with your findings.	The candidate's work was thorough, comprehensive, and reflective in all of the following: A written section on how you conducted the budget planning process and how this process compliments both the district and campus goals. A written section on how you will evaluate the effect of the budget on the goals of your campus and district and what you will do with your findings.
Part 3: Summary and Reflection Summary and reflection that describes the three most important aspects of building a budget (including developing consensus among stake holders) that influenced your understanding about school finance at the building level. Reflect upon how this learning will affect your practice in the future.	The candidate's work was vague and unclear. It provided insufficient reflection. The work was not complete.	The candidate's work was clear and adequate. Sufficient detail was included, and the candidate's writing and organizational skills reflected an adequate understanding of the project. The following were included in the project: Aspects of building a budget (including developing consensus among stake holders) that influenced your understanding about school finance. Reflection and future practice summary	The candidate's work was thorough, comprehensive, and reflective in all of the following: Aspects of building a budget (including developing consensus among stake holders) that influenced your understanding about school finance. Reflection and future practice summary.
Report Writing	Clear, logical, and succinct. No errors in spelling, capitalization, grammar, or mechanics. 12 pt. font, 1- in. margins, section headings, etc. APA style is used correctly.	Reasonably clear. Minimal errors (5 or fewer) in spelling, capitalization, grammar, or mechanics. APA style errors occur in only a few instances	Clear, logical, and succinct. No errors in spelling, capitalization, grammar, or mechanics. 12 pt. font, 1- in. margins, section headings, etc. APA style is used correctly.
Assignment Competed On Time and Overall Quality:	Not completed on time. Quality of project was below standards. Did not rise to the level of graduate level expectations.	Completed on time. Quality of project was satisfactory. Clear indication of ability to produce satisfactory graduate level expectations.	Completed on time. Quality of project was excellent. Clear indication of ability to produce excellent graduate level work.
Total: 250 points			

EDLE 6173: School Business Management
Building for Future Success: A Community Presentation
Assignment Information
Points Possible: 250

NELP: 6.1, 6.2, 6.3
AR Competencies: 6.1, 6.2, 6.3, 6.4, 6.5
LEADS: 1C, 1D, 2A, 4B, 4C

One of the most important items for district level leaders to understand is how school systems are funded. When working as or with a Human Resources administrator, it is vital to understand the basics. Many districts find themselves in financial difficulty due to a lack of understanding of hiring, budgeting, and other HR responsibilities.

Read the Arkansas School Finance Manual at this link
https://dese.ade.arkansas.gov/Files/20201126133815_Arkansas_School_Finance_Manual_2020-2021.pdf   or substitute your state's financial information if you do not work in an AR school.

For a district OTHER THAN THE ONE WHERE YOU WORK, locate that district's state aid notice at the links that follows:

https://dese.ade.arkansas.gov/report

https://dese.ade.arkansas.gov/Offices/fiscal-and-administrative-services/school-funding/allocations

Scenario:

You have just been hired as a district level administrator. The community is under the impression that they pay the highest taxes in the state and will not support another tax increase. There is a misconception on how schools are funded. In addition, any want to hire more teachers and support staff to lessen the load on current employees.

Assignment:

As a newly hired district-level administrator, your task is to create a well-planned, informational presentation on the basics of public-school funding in Arkansas (or your chosen state) for the members of your community. You must explain how tax dollars are received and calculated, how the funding matrix (or other state funding system) determines funding for positions and departments, and what money is currently given to the district in each category based on your district's funding notice. You must pick a school district where YOU DO NOT WORK. You may pick any other school district for this project.

Utilize PowerPoint, Google Presentation, etc. You must have a minimum of 15 slides. Remember this presentation is for the community and is your first opportunity to share important information as a new leader.

EDLE 6173: School Business Management

Rubric: Community Finance Presentation

Student Name _____

Assessment Task	Approaching Standard 0-34 points	Meets Standard 35-44 points	Exceeds Standard 45-50 points
Presentation: Explanation of how tax dollars are received and calculated	The candidate's work was vague and unclear. It provided insufficient understanding of the school funding model and lacked examples. The work was incomplete.	The candidates work was clear and adequate. Sufficient explanation on how the school funding model works. Adequate examples were provided. The presentation provided evidence of understanding of how to explain to stakeholders.	The candidate's work was thorough, comprehensive, and reflective in all of the following areas: Clearly explained the school funding model. Provided clear examples. Contained clear evidence of understanding how to explain to stakeholders.
Presentation: Explanation of how the funding matrix determines funding for positions and departments	The candidate's work was vague and unclear. It provided insufficient understanding of the school funding matrix model. The work was incomplete.	The candidate's work was clear and adequate. Sufficiently explained the school funding matrix model. Clear examples were given. Evidence was present that demonstrated understanding of how to explain to stakeholders.	The candidates work was thorough, comprehensive, and reflective in all of the following: Clearly explained the school funding matrix model. Clear examples were given. Evidence of understanding ow to explain to stakeholders was present.
Presentation: Explanation of funds given to district in each discussed category based on district State Aide notice	The candidate's work was vague and unclear. It provided insufficient explanation concerning the appropriation of funds. No/inadequate discussion of category funding based on district state aid notice. NO examples were given. NO evidence of understanding how to explain to stakeholders. The work was incomplete	The candidate's work was clear and adequate. Sufficient detail was included, and the candidate's writing and organizational skills reflected an adequate understanding of the project. The following were included in the project: Sufficiently explained the appropriation of funds and discussed category funding based on State Aide notice. Clear examples were given. Evidence of understanding how to explain to stakeholders was present.	The candidate's work was thorough, comprehensive, and reflective in all of the following: Clearly explained the appropriation of funds and discussed category funding based on district State Aide notice. Clear examples were given. Evidence of understanding how to explain to stakeholders.
Writing/Number of Slides:	Sources cited improperly and/or >5 errors in spelling, capitalization, grammar, mechanics, usage. Fewer than 15 slides	Sources cited properly and/or >5 errors in spelling, capitalization. Reasonably clear. Minimal errors (<5) in spelling, capitalization, grammar, or mechanics. 15 or more slides	Clear, logical, succinct. No errors in spelling, capitalization, grammar, or mechanics. 15 or more slides
Assignment Completed on Time and Overall Quality:	Not completed on time. Quality of project was below standards. Did not rise to graduate level expectations.	Completed on time. Quality of project was satisfactory. Clear indication of ability to produce satisfactory graduate level expectations	Completed on time. Quality of project was excellent. Clear indication of ability to produce excellent graduate level work.
Total: 250 points			

EDLE 6023 School Facilities
Special Course Project

In an effort to learn by doing, students will identify a school facility need from within their district, develop a solution, develop a long-range school facilities plan, and identify a capital improvement program. In the area of school facility planning, it is impossible to plan, design, and construct a building in less than three to five years. Therefore, if the school system needs a new building at a certain place at a certain time, long-term planning must proceed and, to complete the long-term project, many short-term planning efforts must transpire first.

The student will demonstrate the ability to organize their district based on indicators or equity, effectiveness, and efficiency. The student will apply legal principles that promote educational equity and provide safe, effective, and efficient facilities. In the course of this assignment, the student will demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability. The student will use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.

These short-term planning efforts go together to form the long-term planning effort:

a. List the elements or components of a long-range planning document for school facility planning.

b. Using information from your school district, complete a brief, long-range planning document. This means that you are going to use actual information from your school to construct the planning document. You may not work as a team on this document.

c. Summarize the information that you collected in the long-range planning document and select a school for improvement.

If an evaluation of all facilities has been conducted and complete data on facility needs obtained, the necessary ingredients for a capital improvement program are available. From the data you collected in the long-term planning document, design a capital improvement program report.

The student is to select a school facility need in your school district; conduct research on the need; determine the cost and source of revenue; and determine where the solution would fit in the long-range plan.

The student will develop a plan to promote and support community collaboration among district personnel with regard to the decision made concerning which school will be the focus of the capital improvement plan.

The student will produce a presentation. This can in the form of a videotaped presentation or a power point presentation. The presentation will be for an audience that the student is trying to win over for the adoption of the capital improvement plan. The instructor will show examples of both types of presentation to give direction to the students.

The student should refer to the scoring rubric to determine the requirements of the project. The student will be graded on both the report and the media presentation supporting the report. The instructor will clarify the assignment and answer any questions in a class near the beginning of the semester.

EDLE 6023 School Facilities Planning & Management – District Facilities Management Analysis *Scoring Rubric for Significant Activity # 1 Standard Element Evaluated: NELP 1.2, 3.2, 6.1, 6.2, 7.4				
Category	Criterion	1 Approaching Standard	3 Meets Standard	5 Exceeds Standard
Synthesis	Analysis of the district facilities plan. (NELP 1.2, 3.2, 6.2, 7.4)	It is unclear whether the student analyzed the district facilities plan. Principles of organizational development were not clear or supported. 1	The student analyzed the district facilities plan, but conclusions were not supported in the body of the paper. 3	The student analyzed the district facilities plan. Insights into the key issues and their application to the learning problems are appropriate. Conclusions are strongly supported. 5
District Facility Need	Discover a need. (NELP 1.2, 6.2, 7.4)	The student's analysis did substantiate a need within one of the district's schools, and learning need was not supported. 1	The student's analysis discovered a need within one of the district's schools, but the learning need was unclear. 3	The student's analysis discovered a true need within one of the district's schools. Needs were clearly supported. 5
Long-Range Planning	Identify long-range planning for school facility design. (1.2, 3.2, 6.2, 7.4)	Demonstrated minimal evidence of the ability to identify the elements or components of a long-range planning document for school facility design. 1	Demonstrated the ability to identify some of the elements or components of a long-range planning document for school facility design. 3	Demonstrated the ability to identify the elements or components of a long-range planning document for school facility design. 5

	Manage the Organization (NELP 6.1, 6.2)	The student's plan for optimizing the learning environment was emerging. Provided only discussion about a successful learning environment. 1	Provided leadership in optimizing fiscal, human, and material resources for learning, but did not include elements of safe, effective, and efficient facilities. 3	Provided leadership in optimizing fiscal, human, and material resources for learning in safe, effective, and efficient facilities. 5
	Manage Operations (NELP 3.2, 6.2, 7.4)	Did not demonstrate the ability to seek new resources or involve stakeholders for facilities or learning. 1	Discussed the need to involve stakeholders but did not have a plan for aligning resources and priorities with the district vision. 3	Demonstrated the ability to involve stakeholders in aligning resources and priorities to align with the district vision. 5
	Manage Resources (NELP 3.2, 6.2, 7.4)	Did not demonstrated leadership in the ability to seek new resources or utilize technologies for management, business, and scheduling. 1	Understands school district finances to ensure adequate resources are allocated equitably. Did not discuss current technologies for management, business, and scheduling. 3	Understands school district finances to ensure adequate resources are allocated equitably for the district. Uses current technologies for management, business, and scheduling. 5

APA Format	References are used appropriately and in proper APA format	Citations for statements included in the report were not present, or references which were included were not found in the text.	Citations and reference list were presented. Some formatting problems exist, or components were missing.	All needed citations were included in the report. References matched the citations, and all were encoded in APA format.
		1	3	5

Appendix E
Documentation of Interaction

NELP Component 2.1

Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

Understand professional dispositions and norms

Evidence that candidate understands
professional dispositions & norms

Explanation of evidence

Demonstrate the capacity to reflect on, communicate about, & cultivate equity

Evidence of reflection, communication,
cultivation related to equity

Explanation of evidence

Demonstrate the capacity to reflect on, communicate about, & cultivate fairness

Evidence of reflection, communication, cultivation related to fairness

Explanation of evidence

Demonstrate the capacity to reflect on, communicate about, & cultivate integrity

Evidence of reflection, communication, cultivation related to integrity

Explanation of evidence

Demonstrate the capacity to reflect on, communicate about, & cultivate transparency

Evidence of reflection, communication, cultivation related to transparency

Explanation of evidence

Demonstrate the capacity to reflect on, communicate about, & cultivate trust

Evidence of reflection, communication, cultivation related to trust

Explanation of evidence

Demonstrate the capacity to reflect on, communicate about, & cultivate collaboration

Evidence of reflection, communication, cultivation related to collaboration

Explanation of evidence

Demonstrate the capacity to reflect on, communicate about, & cultivate perseverance

Evidence of reflection, communication, cultivation related to perseverance

Explanation of evidence

Demonstrate the capacity to reflect on, communicate about, & cultivate reflection

| Evidence of reflection, communication, cultivation related to reflection | Explanation of evidence |

Demonstrate the capacity to reflect on, communicate about, & cultivate lifelong learning

| Evidence of reflection, communication, cultivation related to lifelong learning | Explanation of evidence |

Demonstrate the capacity to reflect on, communicate about, & cultivate digital citizenship

Evidence of reflection, communication, cultivation related to digital citizenship

Explanation of evidence

Demonstrate capacity to cultivate professional district & school cultures

Evidence of candidate's capacity to cultivate professional district & school cultures

Explanation of evidence

Semester	District Level Intern Name	District	Mentor Name	Mentor Position	LEADS trained	Initial contact with Intern	Initial Contact with Mentor	Contact with intern &/or mentor	Contact with intern &/or mentor	Contact with intern &/or mentor	Contact with intern &/or mentor	Received mentor FB form
2019, Fall	Holmes, Reba	Prairie Grove, AR	Cudney, Dr. Charles	NWAESC Executive Director	yes	8/23/2019	8/26/2019	10/3/2019	11/7/2019	12/3/2019	12/4/2019	12/6/2019
2019, Fall	Mock, Jeffrey	Harmony Grove, AR	Snow, Dr. Albert	Super.	yes	8/23/2019	8/27/2019	9/12/2019	9/27/2019	10/3/2019	11/19/2020	12/11/2019
2019, Fall	Sputo, Chris	Fayetteville, AR	Colbert, Dr. John L.	Super.	yes	8/23/2019	8/27/2019	10/11/2019	10/29/2019	12/5/2019	112/18/20	12/19/2019
2020, Spring	Hotsenpiller, Lisa	Fayetteville, AR	Weber, Dr. Steve	Asst Supt	yes	1/8/2020	2/7/2020	1/14/2020	2/7/2020	2/10/2020	3/11/2020	4/30/2020
2020, Spring	Hoopes, Logan	Fort Smith, AR	Penix, Sheri	Asst Supt	yes	1/8/2020	1/9/2020	1/14/2020	1/31/2020	2/18/2020	3/11/2020	5/8/2020
2020, Spring	Cundiff, John	Chaffee, MO	Blackman, Brad	Super.	no - out of AR	1/8/2020	1/9/2020	1/14/2020	1/29/2020	1/31/2020	3/11/2020	5/4/2020
2020, Spring	Hoskins, Meleah	Muskogee, OK.	McIntosh, Dr. Reuben	Asst Supt	no - out of AR	1/8/2020	1/9/2020	1/14/2020	2/4/2020	2/13/2020	3/11/2020	4/30/2020
2020, Spring	Osbourn, Sharla	Rogers, AR	Hill, Dr. Roger	Asst Supt	yes	1/8/2020	1/9/2020	1/14/2020	1/30/2020	2/3/2020	3/11/2020	4/30/2020
2020, Spring	Claassen, Neely	Mayflower, AR	Pipkins, John	Asst Supt	yes	1/8/2020	1/9/2020	1/14/2020	1/29/2020	2/11/2020	3/11/2020	4/30/2020
2020, Spring	Taylor, Stephanie	Bentonville, AR	Sharp, Tonya	Asst Supt	yes	1/8/2020	1/9/2020	1/14/2020	2/7/2020	2/12/2020	3/11/2020	5/14/2020
2020, Fall	Fink, Melissa	Springdale, AR	Smith, Dr. Marcia	Assoc Supt	yes	8/18/2020	8/19/2020	8/27/2020	11/12/2020	9/15/2020	11/12/2020	12/3/2020
2020, Fall	McKeever, Crystal	Springdale, AR	Bradow, Carrie	Director (holds superintendent license)	yes	8/18/2020	8/27/2020	9/14/2020	10/6/2020	12/3/2020	12/14/2020	12/14/2020
2020, Fall	Mayberry, Mandy	Enid, OK	McCullough, Brady	Super.	no - out of AR	8/18/2020	8/27/2020	9/10/2020	9/28/2020	12/9/2020	12/20/2020	12/21/2020
2020, Fall	Lane, Amy	MO	Young, Scott	Super.	no - out of AR	8/18/2020	8/27/2020	9/19/2020	11/16/2020	12/1/2020	12/9/2020	12/11/2020
2021, Spring	Collier, Warren	Fayetteville, AR	Weber, Dr. Steve	Asst Supt	yes	11/17/2020	1/14/2021	1/25/2021	2/22/2021			
2021, Spring	Laspe, Kyle	Fairfax Co., VA	Copeland,Dr. Anthony	Director (holds district-level licensure)	no - out of AR	1/14/2021	1/19/2021	1/25/2021	1/27/2021	2/12/2021		

Memorandum of Understanding Contact

* Required

1. Email address *

   _____

2. Please provide the name and title of the district-level administrator who is authorized to enter into the MOU between the District & the University of Arkansas regarding administrative internships.

   _____

3. What is the school email address of the person who will sign the MOU on behalf of the school district where you will conduct your internship?

   _____

UNIVERSITY OF ARKANSAS

Agreement

for

School Administrator Preparation Programs' Observation, Practicum, and

Internship Placements between the

University of Arkansas Educational Leadership Program

and

Rogers, AR Public Schools

Effective January 1, 2019

AGREEMENT

The University of Arkansas, Fayetteville – Administrator Preparation Programs (UA or University) and Rogers School District agree to a collaboration in field experience for pre-service school administrator candidates. Placements in this district may include school administrator candidates of all grade levels, part-time internship experiences, practicum assignments with varying degrees of student interaction, and general course observations.

Terms of Agreement

This agreement shall be in effect for a period of one year, beginning July 1 of the calendar year executed through June 30 of the following year. The parties shall discuss any desired changes to the Agreement that UA or Rogers School District may propose. This agreement shall automatically renew unless one party notifies the other of the intent to not renew by April 30. Further, either party may terminate this Agreement at any time, provided that the parties will use their best efforts to allow any students to complete existing placements, subject to all other terms and conditions of this Agreement.

Part-Time Administrator Internship Placements

1. **The University of Arkansas Administrator Preparation Programs will:**

   a. Provide district with the following information before the internship begins:

      i. Name and contact information of the students(s);
      ii. Dates and duration of the internship assignment;
      iii. Philosophy, purpose, and learning objectives.

   b. Ensure all interns have a current Arkansas teaching license.
   c. Prepare and make available to interns and placement sites a syllabus which includes all policies and procedures of the internship program(s).
   d. Name a contact person who is responsible for carrying out the requirements of this agreement.
   e. Maintain communication with district, administration, and mentor administrators as appropriate, including providing primary contact for any concerns or issues regarding placement.
   f. Provide each intern a set number of observations by a University-appointed supervisor as agreed upon by the University and District.
   g. Ensure written feedback is provided to the intern by the University-appointed supervisor after any and all observations.

2. **Rogers School District will:**

   a. Provide a list of potential mentor administrators to the University when requested.
   b. As appropriate, provide each intern with an orientation to the school and its policies and procedures upon arrival.
   c. Provide each intern with a mentor administrator at each grade level (i.e., elementary and secondary) who holds appropriate credentials and has accepted the responsibility of serving as a mentor.

d. Name a contact person who is responsible for carrying out the requirements of this agreement.

e. Return this MOU to the EDLE Internship Supervisor (Dr. Christy Smith at cls19@uark.edu), 105 Peabody Hall, University of Arkansas, Fayetteville, AR 72701.

3. Shared Expectations of UA and Rogers Regarding Part-Time Administrator Internships:

a. Mentor administrators will provide continuing verbal and written feedback to interns.

b. Mentor administrators will allow intern to work in a leadership capacity in collaboration with current leaders in the school.

Course Practicum and Observation Activities

1. **The University of Arkansas Administrator Preparation Program will:**
   a. Contact the designated placement coordinator prior to the beginning of each semester to request practicum/observation placements in their district or at their school.
   b. Require all students to possess a valid teaching license prior to beginning course work.

2. **Rogers School District will:**
   a. Permit pre-service administrator candidates to conduct observation/activities and performance based class assignments in their school.
   b. Provide a list of potential host administrators for observations/activities and performance based class assignments when contacted.

3. Shared Expectations of UA and Rogers School District Regarding Course Practicum and Observation Activities:

a. Host administrators are willing to have pre-service administrator candidates observe school leaders as they work.

b. Host administrators will provide verbal and/or written feedback when requested.

c. Pre-service administrator candidates can complete observations/tasks required for specific course assignments if they do not disturb the educational environment in the school.

d. In the event the intern is a member of the faculty at the internship site, it is the expectation that course activities will not interfere with the intern's regularly assigned teaching responsibilities.

Shared Expectations for All Student Placements

a. UA and Rogers School District agree to work together to make changes, when possible, when the match is not satisfactory to the mentor or intern. However, such modifications are intended to be limited.

b. UA and Rogers School District shall notify each other and discuss concerns with any placement that may arise; when possible, they will seek to develop mutually acceptable solutions that will allow participating students to continue and complete internship placements. However, both UA and Rogers School District reserve the right to terminate a placement at any time if deemed necessary to the best interests of UA, the Rogers School District or the participating student, including, but not limited to, where the student's achievement, competence, progress, or adjustment does not warrant continuation in the placement, or the student's behavior fails to conform with the applicable policies of UA or District.

This Agreement is hereby agreed to as the date last signed by authorized representative of Rogers School District and the University.

UNIVERSITY: DISTRICT;

Acknowledged by: Approved and Accepted by:

THE UNIVERSITY OF ARKANSAS –
FAYETTEVILLE EDUCATIONAL
LEADERSHIP PROGRAM
COORDINATOR

by: _____   by: _____
        (Signature)   (Signature)

Kevin Brady   Roger Hill
(Printed Name)   (Printed Name)

EDLE Program Coordinator   Asst. Supt. - HR
(Title)   (Title)

2-3-20   2 - 3 - 20
(Date)   (Date)

Please name the contact person responsible for carrying out this agreement for the District:

Name: Roger Hill

Position: Asst. Supt. - HR

Phone: (479) 636-3910   Email: roger.hill@rpsar.net

Spring 2021 District Information

* Required

1. Email address *

    _____

2. What is the name of the district where you will complete your internship activities?

    _____

3. What is the physical address of the district?

    _____

4. How many individual schools are in the district?

    _____

5. What is the total enrollment of the district?

    _____

6. What percentage students in the district are identified as Gifted & Talented?

    _____

7. What percentage of students in the district are identified as Limited English Proficient?

    _____

8. What percentage of students in the district receive Free/Reduced lunch?

9. What percentage of students in the district are identified as homeless?

10. What percentage of students in the district received special education services under IDEA?

11. What percentage of students in the district have 504 plans?

12. What percentage of students in the district identify as White/Caucasian?

13. What percentage of students in the district identify as Hispanic?

14. What percentage of students in the identify as Black/African-American?

15. What percentage of students in the identify as Asian?

16.   What percentage of students in the identify as Native American?

_____

17.   What percentage of students in the identify as Hawaiian/Pacific Islander?

_____

18.   What percentage of students in the identify as more than one race?

_____

19.   What is the name of your Mentor?

_____

20.   In what role in the district does your mentor serve?

_____

21.   In what state(s) is your Mentor licensed as a district level administrator?

_____

22.   If you are conducting your internship in Arkansas, has your mentor been trained in
       LEADS 2.0?

       Mark only one oval.

       ⬭ Yes

       ⬭ No

       ⬭ Not applicable because my internship is being conducted outside Arkansas.

23.   How many years of administrative experience does your mentor have?

_____

24.   How many years has your mentor served in a district-level position in the district
      where you are conducting your internship?

_____

25.   How many certified staff members are in the district?

_____

26.   What is your mentor's email address?

_____

27.   What is your mentor's phone number at school?

_____

This content is neither created nor endorsed by Google.

Google Forms

Self Analysis of NELP Components

For each of the NELP Components below, rate your mastery of the entire component using the following scale:

1   My mastery of this component is at the introductory level.

2   I have had some exposure to the elements of this component.

3   I have an average level of mastery of the elements of this component, but I'm not ready to take a national test on it.

4   I have learned about this in my program of study and have worked with the elements of it in my job. I have some Significant Activities that, with some tweaking, would be good artifacts for the internship.

5 I have mastered all elements of this component and have ample artifacts from my coursework and job that will completely address the entire component.

* Required

1.   Email address *

_____

2.   1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community

Mark only one oval.

◯ 1.

◯ 2

◯ 3

◯ 4

◯ 5

◯ Other: _____

3.   1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

Mark only one oval.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5

4.   2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

Mark only one oval.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5

5. 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.

   Mark only one oval.

   ◯ 1

   ◯ 2

   ◯ 3

   ◯ 4

   ◯ 5

6. 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

   Mark only one oval.

   ◯ 1

   ◯ 2

   ◯ 3

   ◯ 4

   ◯ 5

7. 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

   Mark only one oval.

   ◯ 1

   ◯ 2

   ◯ 3

   ◯ 4

   ◯ 5

8. 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student

Mark only one oval.

   ◯ 1

   ◯ 2

   ◯ 3

   ◯ 4

   ◯ 5

9. 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student

Mark only one oval.

   ◯ 1

   ◯ 2

   ◯ 3

   ◯ 4

   ◯ 5

10.   3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff

Mark only one oval.

◯ 1

◯ 2

◯ 3

◯ 4

◯ 5

11.   4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

Mark only one oval.

◯ 1

◯ 2

◯ 3

◯ 4

◯ 5

12. 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

13. 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

14.   4.4 Program completers understand and demonstrate the capacity to design,
       implement, and evaluate district-wide use of coherent systems of curriculum,
       instruction, assessment, student services, technology, and instructional resources
       that support the needs of each student in the district.

       Mark only one oval.

       ⬭ 1
       ⬭ 2
       ⬭ 3
       ⬭ 4
       ⬭ 5

15.   5.1 Program completers understand and demonstrate the capacity to represent
       and support district schools in engaging diverse families in strengthening student
       learning in and out of school.

       Mark only one oval.

       ⬭ 1
       ⬭ 2
       ⬭ 3
       ⬭ 4
       ⬭ 5
       ⬭ Option 2

16.   5.2 Program completers understand and demonstrate the capacity to understand,
       engage, and effectively collaborate and communicate with, through oral , written,
       and digital means, diverse families, community members, partners, and other
       constituencies to benefit learners, schools, and the district as a whole.

       Mark only one oval.

       ⬭ 1

       ⬭ 2

       ⬭ 3

       ⬭ 4

       ⬭ 5

17.   5.3 Program completers understand and demonstrate the capacity to
       communicate through oral, written, and digital means within the larger
       organizational, community, and political contexts and cultivate relationships with
       members of the business, civic, and policy community in support of their
       advocacy for district, school, student, and community needs.

       Mark only one oval.

       ⬭ 1

       ⬭ 2

       ⬭ 3

       ⬭ 4

       ⬭ 5

18.   6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.

Mark only one oval.

    ⬭ 1

    ⬭ 2

    ⬭ 3

    ⬭ 4

    ⬭ 5

19.   6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school level resourcing plans

Mark only one oval.

    ⬭ 1

    ⬭ 2

    ⬭ 3

    ⬭ 4

    ⬭ 5

20.   6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

Mark only one oval.

- ⬭ 1
- ⬭ 2
- ⬭ 3
- ⬭ 4
- ⬭ 5

21.   7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.

Mark only one oval.

- ⬭ 1
- ⬭ 2
- ⬭ 3
- ⬭ 4
- ⬭ 5

22.   7.2 Program completers understand and demonstrate the capacity to design,
       implement, cultivate, and evaluate effective and collaborative systems for district
       governance that engage multiple and diverse stakeholder groups, including school
       and district personnel, families, community stakeholders, and board members.

       Mark only one oval.

       ◯ 1

       ◯ 2

       ◯ 3

       ◯ 4

       ◯ 5

23.   7.3 Program completers understand and demonstrate the capacity to evaluate,
       engage in decision making around, implement, and appropriately communicate
       about district, state, and national policy, laws, rules, and regulations.

       Mark only one oval.

       ◯ 1

       ◯ 2

       ◯ 3

       ◯ 4

       ◯ 5

24.   7.4 Program completers understand the implications of larger cultural, social,
       economic, legal, and political interests, changes, and expectations and
       demonstrate the capacity to evaluate and represent district needs and priorities
       within large policy conversations and advocate for district needs and priorities at
       the local, state, and national level.

Mark only one oval.

⬭ 1

⬭ 2

⬭ 3

⬭ 4

⬭ 5

Timestamp	Email Address	1.1	1.2	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	4.4	5.1	5.2	5.3	6.1	6.2	6.3	7.1	7.2	7.3	7.4
1/15/2021 8:43:31	wpcollie@uark.edu	4	4	4	4	5	3	4	4	3	4	4	4	3	3	3	3	2	3	4	3	4	3
1/19/2021 10:09:18	klaspe@uark.edu	4	4	5	5	5	5	5	4	4	5	4	5	5	5	5	4	4	5	4	5	4	5

District-Level Administrator Internship Mentor Feedback Form

Intern Name: *Reba Holmes*

Intern Site: *Prairie Grove School District*

Mentor Name/Position: *Charles Cudney, Director NW Ed. Coop*

This form is to be filled out by the mentor(s) who worked with the district-level leadership intern during the past semester(s). The rubric aligns with the NELP standards for educational leadership preparation programs. Each mentor is asked to place a check in the appropriate column for each of the elements listed. The overall comment section for each standard is optional. However, the overall comments are of great value in increasing the understanding of the intern's performance.

Standard One: One: Mission, Vision, and Core Values	Approaching Standard	Meets Standard	Exceeds Standard
Component 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.			X
Component 1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.			X
Comments:			

Standard Two: Ethics and Professional Norms	Approaching Standard	Meets Standard	Exceeds Standard
Element 2.1 Program completers understand and			X

1

	Approaching Standard	Meets Standard	Exceeds Standard
demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.			X
Component 2.2 Program completers understand and demonstrate the capability to evaluate and advocate for ethical and legal decisions.			X
Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.			X

Comments:

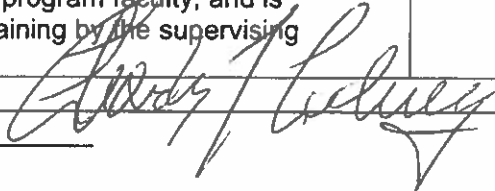| Standard Three: Equity, Inclusiveness, and Cultural Responsiveness	Approaching Standard	Meets Standard	Exceeds Standard
Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.			X
Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.			X
Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive and			X

culturally responsive instructional and behavioral support practices among teachers and staff.			

Comments:

Standard Four: Learning and Instruction	Approaching Standard	Meets Standard	Exceeds Standard
Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academics and non-academic student programs.			X
Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.			X
Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.			X
Component 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each			X

3

student in the district.			
Comments:			

Standard Five: Community and External Leadership	**Approaching Standard**	**Meets Standard**	**Exceeds Standard**
Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.			X
Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.			X
Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.			X
Comments:			

Standard Six: Operations and Management	**Approaching Standard**	**Meets Standard**	**Exceeds Standard**
Component 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and			X

vision.			
Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.			X
Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.			X
Comments:			

Standard Seven: Policy, Governance, & Advocacy	Approaching Standard	Meets Standard	Exceeds Standard
Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.			X
Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.			X
Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage indecision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.			X
Component 7.4			

	Approaching Standard	Meets Standard	Exceeds Standard	
Program completers understand the implications of larger cultural, social, economic, legal and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.			X	Mentor

Comments:

Standard Eight: Internship and Clinical Practice	Approaching Standard	Meets Standard	Exceeds Standard
Component 8.1 Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in the NELP district-level program standards 1-7.			X
Component 8.2 Candidates are provided a minimum of six months of concentrated 10-15 hours per week internship or clinical experiences that include authentic leadership activities within a district setting.		X	
Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.			X

Signature: _____ Date: 12/6/19

Please return to Christy Smith at cls19@uark.edu **no later than December 16, 2019.**

Appendix F

Documentation of Operationality of Partnerships

October 8, 2012

Dr. Howard K. Smith
Dean, College of Education
Pittsburg State University
115 Hughes Hall
1701 South Broadway
Pittsburg, KS 66762-7520

Dear Dr. Smith,

The purpose of this letter is to acknowledge the articulation between the College of Education at Pittsburg State University and the College of Education and Health Professions at the University of Arkansas concerning the Doctor of Education program in Educational Leadership. The issues addressed in this letter are those originally identified in our December 2009 correspondence.

1. Students enrolling in the doctoral program in Educational Leadership at the University of Arkansas will pay in-state tuition rates. The student, upon acceptance into the doctoral program, must request (to the Educational Leadership program) in-state tuition prior to enrollment, and must maintain consistent and consecutive enrollment to continue paying in-state tuition rates. If a student takes a break from enrollment, the student must again request the in-state tuition rate.
2. The doctor of education program in Educational Leadership is offered as an online program using a Blackboard based platform. There are several meetings for students that occur on the Fayetteville campus, approximately one per semester. Students are required to attend these meetings.
3. Students coming into the program from Pitt State will take 24 hours of coursework and 18 hours of dissertation research. Students can take two of these courses (6 hours of coursework) and transfer them back to Pitt State to complete their EdS with your campus, thus reducing their total overall credits earned.

I hope that these comments address your concerns and that we can help many of the students in Kansas who have an interest in earning advanced graduate degrees. Additionally, I hope that we can collaborate with you on our other doctoral degrees in such fields as Higher Education, Adult and Lifelong Learning, and Human Resource and Workforce Development.

Best wishes for the academic year.

Sincerely,

Thomas E. C. Smith
Dean and University Professor

April 11, 2013

Dr. Judy Harrison
Dean, Teachers College
Henderson State University
1100 Henderson Street
Arkadelphia, AR 71999-0001

Dear Judy,

This is a letter of agreement between the faculty of the Educational Leadership Program in the
Department of Curriculum and Instruction, College of Education and Health Professions, University of
Arkansas, Fayetteville, and the faculty in Educational Leadership Program, Department of Educational
Leadership, Teachers College, Henderson State University. The nature of the agreement relates to the
articulation between the EdS degree at Henderson State University and the EdD degree program at the
University of Arkansas, Fayetteville.

1. Admission: Any student completing their masters or Specialist degree at Henderson State University
(HSU) is eligible to apply to the EdD program in Educational Leadership at the University of Arkansas,
Fayetteville (UAF). Students must meet regular admission guidelines as required by the UA Graduate
School and grade point average as outlined by the Educational Leadership Program.

2. Upon admission, any HSU student may petition to allow a faculty member from HSU to serve on the
student's Advisory Committee. The Advisory Committee approves the student's program of study and
administers written and oral comprehensive examinations. The process for appointing the HSU faculty
to the UA faculty must follow all UA guidelines for courtesy appointments of faculty, typically
including the submission of a curriculum vitae, appointment as an adjunct faculty member, and approval
by the UA Graduate Council.

3. The UA EdD Educational Leadership Program will recognize all coursework taken in the HSU
Educational Leadership EdS program as meeting the EdS content requirements of the EdD program.

4. Program of Study. Students who complete their EdS at HSU will complete the following curriculum:
EDLE 6533 Educational Policy and Change, EDLE 699V Qualitative Research, EDLE 6503 Topics in
Educational Research, EDLE 6513 Program Evaluation in Education, EDLE 699V(3) (on the UAF
campus, composed of three one hour seminars), 18 hours of dissertation research, and nine hours of
research, selecting from one of two tracks (track one - EDLE 6553 Advanced Qualitative Methods in
Education Research, EDLE 6563 Advanced Data Collection for Program Evaluation, EDLE 6573
Advanced Empirical Analysis for Program Evaluation, or track two - ESRM 6413 Experimental Design

in Education, ESRM 6423 Multiple Regression Techniques for Education, ESRM 6623 Techniques of Research in Education).

Our hope and intention is that we will be better prepared to accept and facilitate the timely completion of doctoral students throughout Arkansas, and that this agreement will help our collective faculties grow closer in collaboration.

Sincerely,

Tom Smith
Dean

Board Meeting Limit

Patti Wohlford <pwohlford@starfishnw.org>

Tue 9/8/2020 8:23 AM

To: Ashley Keeney <akeeney@nwti.edu>; Cheryl Ann Murphy <cmurphy@uark.edu>; Christy Smith <cls19@uark.edu>; Connie Matchell <cmatchell@jbu.edu>; Brian Primack <bprimack@uark.edu>; Stephen W. Dittmore <dittmore@uark.edu>; Ed Bengtson <egbengts@uark.edu>; Kara A. Lasater <klasater@uark.edu>; Meredith Young <mryoung@harding.edu>; Michael Daugherty <mkd03@uark.edu>; Mr. Justin White <jwhite35@nwacc.edu>; Mr. Ken Ramey <kramey@wftigers.org>; Mr. Kim Davis <kdavis@wffmail.com>; reason <reason@nwti.edu>; Stephanie Trolinger <strolinger@nwacc.edu>
Cc: Bryan Law, Director <bryan.law@starfishnw.org>; Dr. Missy Hixson <missy.hixson@starfishnw.org>

Good morning,

Upon review of our meeting space, it was decided that it will not be possible for guests to attend the board meeting because of social distancing. It will be limited to our 16 superintendents. I am sorry for any convenience.

I will send out information when we can finally all meet at the same time.

Thank you for your understanding.

Patti Wohlford

Business Assistant
NWAESC
4 N. Double Springs Road
Farmington, AR 72730
479-267-7450
Fax 479-267-7456

NORTHWEST ARKANSAS
Education Service Cooperative

Northwest Arkansas Education Service Cooperative
Board of Directors' Meeting
September 10, 2020
8:30 a.m.

AGENDA

1.   Call to Order

2.   Introduction of Guests

3.   Consent Agenda
   A. Reading of Minutes – June 4, 2020
   B. Financial Report
   C. Employment:
      Kathryn DeLeon, Child Development Specialist
      Anne-Ashley Hull, Speech/Language Pathologist
      Claudia Scott, Migrant Recruiter
      Brooke Pense, EL Adm. Assistant
      Heather Madden, Migrant Student Support Specialist
      Maritza Pratt, Interpreter/Paraprofessional
      Kathy Morledge-Contract correction-up to 70 days for DESE
   D. Resignations:
      Darlene Graf, Child Development Specialist
      Karen Hill, Child Development Specialist
      Julie Minkel, Licensed Counselor
   E. Annual Authorization of Electronic Funds
   F. MOU Between NWAESC & Member Districts for Continuity of Operations Plan
   G. Approve Patti Wohlford as Alternate Disbursement Officer
   H. Approve $164.66 as Co-op Health Insurance Match Starting 1/1/2021
   I. Travel Policy Revision
   J. Approve 2020-21 Early Childhood Purchase Service Agreements as attached
   K. Part time employees to assist with workshops/building operations –$11.00 per hour

4.   Dr. Richard Abernathy, AAEA

5.   Adoption of 2020-2021 NWAESC Budget (Including Early Childhood Special Ed.)

6.   Director's Report/Teacher Center Report

7.   Appointment of Legislative Committee for AAEA

8.   Discussion on Legislative Panel

9.   Items of Interest to Superintendents

10. Executive Session

11. Adjourn

UTEB February meeting

Jack C. Kern <jkern@uark.edu>

Tue 2/2/2021 4:34 PM

To: Freddie A. Bowles <fbowles@uark.edu>; Kate Shoulders <cshoulde@uark.edu>; Marcia B. Imbeau <mimbeau@uark.edu>; Daniel A. Abrahams <abrahams@uark.edu>; Christy Smith <cls19@uark.edu>; Injeong Yoon-Ramirez <ijyoon@uark.edu>; Vinson R. Carter <vcarter@uark.edu>; Angela Elsass <aelsass@uark.edu>; Laura B. Kent <lkent@uark.edu>; Kim McComas <kmccomas@uark.edu>; Laura Kathleen Matters Herold <lkherold@uark.edu>; msmith1@sdale.org <msmith1@sdale.org>; lisa.davis@g.fayar.net <lisa.davis@g.fayar.net>; Jennifer G. Beasley <jgbeasle@uark.edu>; Myra Haulmark <haulmark@uark.edu>; Mary McCrystal <mhmccrys@uark.edu>; reba.holmes@pgtigers.org <reba.holmes@pgtigers.org>
Cc: Jack C. Kern <jkern@uark.edu>

Hello UTEB committee,

Our next meeting is scheduled for Wednesday, February 17 at 4 PM via zoom. If you have agenda items, please pass them along by COB on Monday Feb 15. Here is the zoom info for the meeting:

Topic: UTEB Meeting
Time: Feb 17, 2021 04:00 PM Central Time (US and Canada)

Join Zoom Meeting
https://us02web.zoom.us/j/89112108522

Meeting ID: 891 1210 8522
Passcode: education

Have a great day,

Jack

Jack C Kern, University of Arkansas

> On Nov 16, 2020, at 12:04 PM, Jack C. Kern <jkern@uark.edu> wrote:
>
>
> Hello,
>
> If anyone has agenda items for our November UTEB meeting, please send my way by 5:00 today. Our next meeting is scheduled for Wednesday, November 18th at 4:00.
>
> Thanks,
>
> Jack
>
> ---
>
> **From:** Jack C. Kern <jkern@uark.edu>
> **Sent:** Tuesday, October 20, 2020 8:47 AM
> **To:** Kate Shoulders <cshoulde@uark.edu>; Marcia B. Imbeau <mimbeau@uark.edu>; Daniel A. Abrahams <abrahams@uark.edu>; Christy Smith <cls19@uark.edu>; Injeong Yoon-Ramirez <ijyoon@uark.edu>; Vinson R. Carter <vcarter@uark.edu>; Angela Elsass <aelsass@uark.edu>; Laura

Appendix G

Evidence program is preparing administrators to meet the needs of Arkansas schools.

INSPIRE Graduate Survey

University of Arkansas

Aggregate Report
May 2018

uc
ea

INSPIRE Leadership

Initiative for Systemic Program Improvement through Research in Educational (INSPIRE) Leadership

The INSPIRE Leadership Survey Suite is designed to assess graduates' perceptions about their leadership preparation experiences, and provide a source of evidence on leadership program outcomes. The INSPIRE Suite currently consists of four surveys, including one that addresses the preparation program features, a graduate edition, a leader in practice edition, and a 360 teacher and supervisor edition.

This report presents results from the INSPIRE Graduate Edition (INSPIRE-G). The purpose of this survey is to gather feedback from graduates on their preparation experiences, learning outcomes, and career intentions. The survey includes three broad components, including (1) program quality and experiences, (2) learning outcomes and preparation for leadership practices and behaviors, and (3) beliefs about the principalship.

For questions about the administration of this survey or report, please contact Marcy Reedy at 434-297-7896 or mar5q@virginia.edu.

Participant Background & Demographics

The following section provides information about the professional background and demographics of the graduate respondents.

By taking this online survey, you are giving your consent to participate in the study.

Answer	Bar	Response	%
I agree to participate in this study.		27	100%
I do not wish to participate in this study.		0	0%
Total		27	100%

Please indicate your position

Answer	Bar	Response	%
Practicing School Leader/Principal/Asst. Principal		3	12%
District Leader/Supervisor		1	4%
Teacher Leader (e.g., mentor teacher, department chair, coach)		7	28%
Classroom Teacher		9	36%
Other		5	20%
Total		25	100%

What are your current plans for becoming a school leader?

Answer	Bar	Response	%
I have become a school leader since enrolling in the program.		3	12%
I intend to go into school leadership someday.		19	76%
I think I may go into school leadership someday.		2	8%
I am undecided about going into school leadership.		1	4%
I do not plan to go into school leadership.		0	0%
Total		25	100%

What year did you begin your leadership preparation program? (YYYY)

Min Value	Max Value	Average Value	Standard Deviation	Total Respondents
2013	2017	2015.76	1.30	25

What year did you complete your leadership preparation program? (YYYY)

Min Value	Max Value	Average Value	Standard Deviation	Total Respondents
2017	2018	2017.41	0.50	22

What graduate degree will you earn (or did earn) as a result of the completion of this program?

Answer	Bar	Response	%
No graduate degree (e.g., licensure, certificate, or endorsement only)		0	0%
Master's degree		18	72%
Specialist's degree (or certificate of advanced studies)		6	24%
Doctoral degree		1	4%
Total		25	100%

What administrative license or certification will or do you hold as a result of completing this program?

Answer	Bar	Response	%
Will not hold an administrative license or certificate		2	8%
School building leader/principal license or certificate		18	72%
District-level leadership/superintendent license or certificate		7	28%
Total		27	100%

How many years of experience do you have in the following positions?

	K-12 Teacher	K-12 Teacher Leader (e.g., teacher leader, department chair, instructional coach)	K-12 Administrator (e.g., principal, assistant principal, central office administrator)	Other K-12 Professional Educator (e.g., school counselor, psychologist, librarian, district level employee)	Job in another type of educational agency
Min Value	1	0	0	0	0
Max Value	17	17	17	4	2
Mean	7.71	4.54	2.31	0.58	0.18
Standard Deviation	3.98	5.53	4.87	1.38	0.6
Total Responses	24	13	13	12	11

In total, how many years of professional educational experience do you have altogether?

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
1	34	10.92	7.31	27

How many years of experience do you have in jobs outside of education?

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
0	24	5.24	6.08	27

How many years have you worked at your current school?

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
1	14	4.42	3.98	27

How many years have you worked at your current district?

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
1	14	5.75	4.13	27

What is your gender?

Answer	Bar	Response	%
Male		3	12%
Female		22	88%
Other Gender Identity		0	0%
Total		25	100%

How do you identify yourself in terms of race/ethnicity?

Answer	Bar	Response	%
American Indian or Alaska Native		0	0%
Asian		0	0%
Black or African American		3	12%
Hispanic or Latino/a		1	4%
Native Hawaiian or Other Pacific Islander		0	0%
White		21	84%
Bi-racial/Multi-racial		0	0%
Other (Specify)		0	0%
Total		25	100%

What is your year of birth? (YYYY)

Min Value	Max Value	Average Value	Standard Deviation	Total Responses
1961	1995	1982	9	25

Program Quality

The following section includes graduates' responses about the quality of the leadership preparation program in the following categories:

- Rigor & Relevance
- Faculty Quality
- Peer Relationships
- Program Accessibility
- Internship/Residency Design & Quality

Program Rigor & Relevance

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?
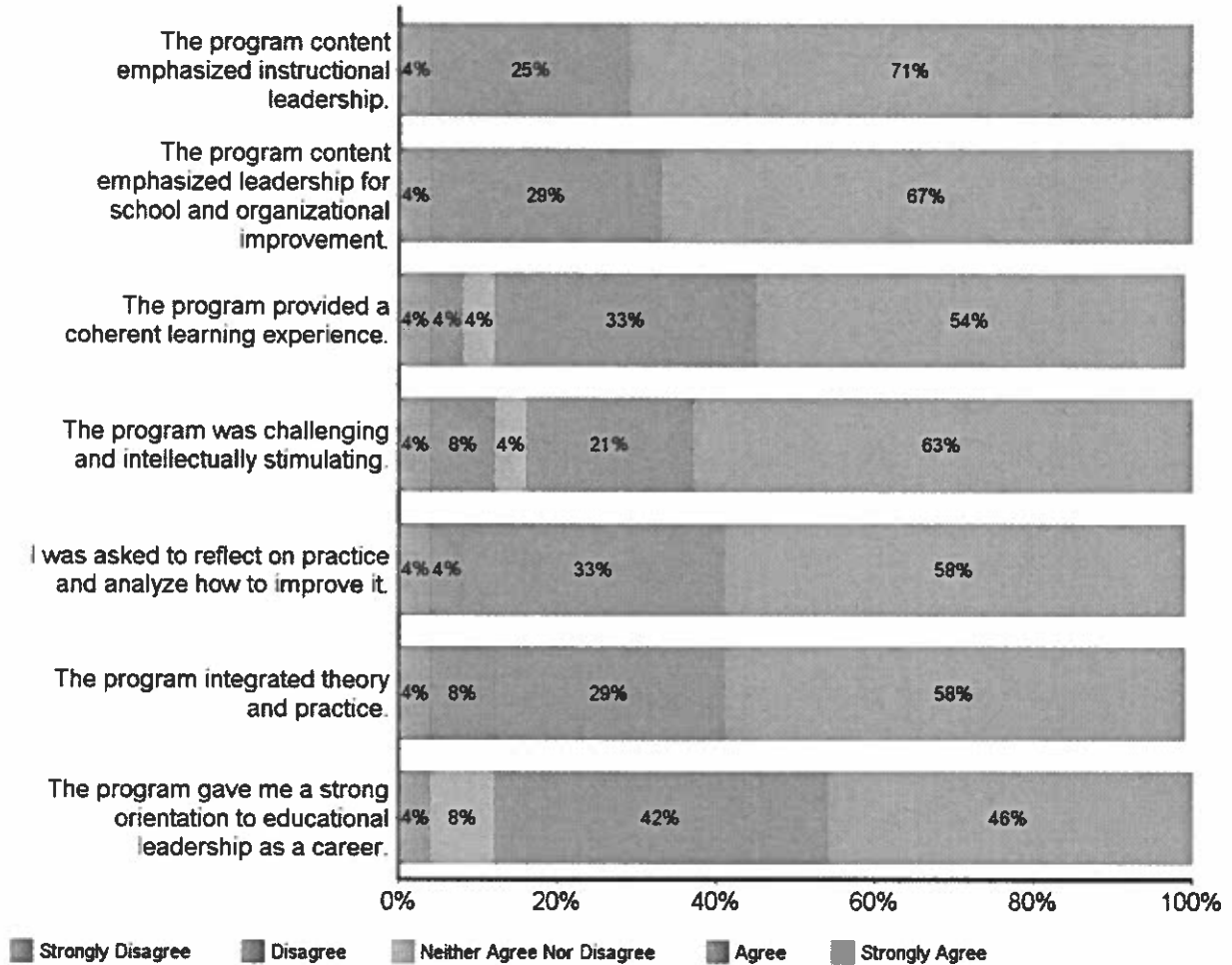
Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
The program content emphasized instructional leadership.	1	5	4.58	0.88	24
The program content emphasized leadership for school and organizational improvement.	1	5	4.54	0.88	24
The program provided a coherent learning experience.	1	5	4.29	1.04	24
The program was challenging and intellectually stimulating.	1	5	4.29	1.16	24
I was asked to reflect on practice and analyze how to improve it.	1	5	4.38	1.01	24
The program integrated theory and practice.	1	5	4.29	1.12	24
The program gave me a strong orientation to educational leadership as a career.	1	5	4.25	0.94	24

Faculty Quality

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
The faculty/instructors were knowledgeable.	1	5	4.58	0.88	24
The faculty/instructors were competent.	1	5	4.58	0.88	24
The faculty/instructors were responsive to students.	1	5	4.42	1.06	24
The faculty/instructors were respectful of diversity.	1	5	4.5	0.88	24

Peer Relationships

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

My interactions with fellow students have had a positive influence on my personal growth. — 4% 8% 25% 63%

My interactions with fellow students have had a positive influence on my professional growth. — 4% 4% 25% 67%

I developed close relationships with other leaderships students in the program. — 4% 4% 17% 21% 54%

0%　20%　40%　60%　80%　100%

■ Strongly Disagree　■ Disagree　■ Neither Agree Nor Disagree　■ Agree　■ Strongly Agree

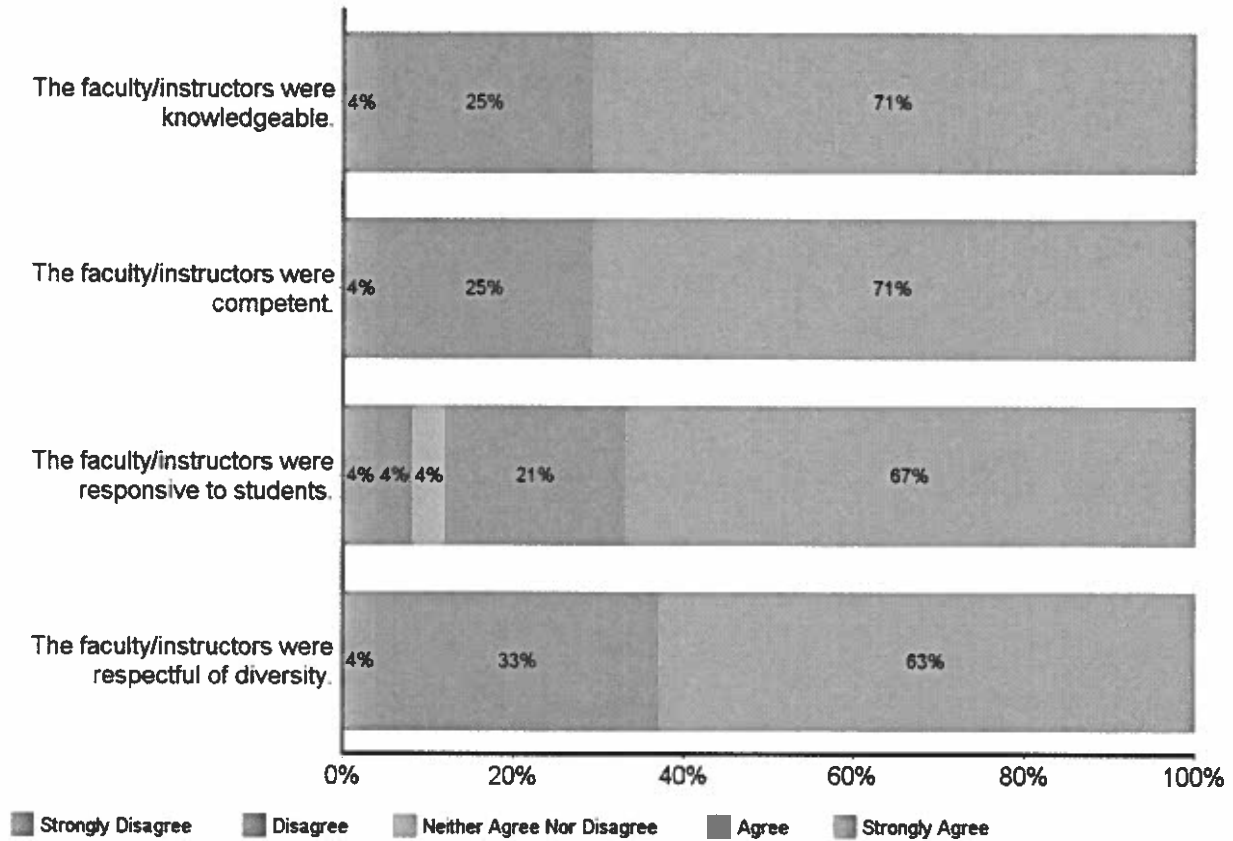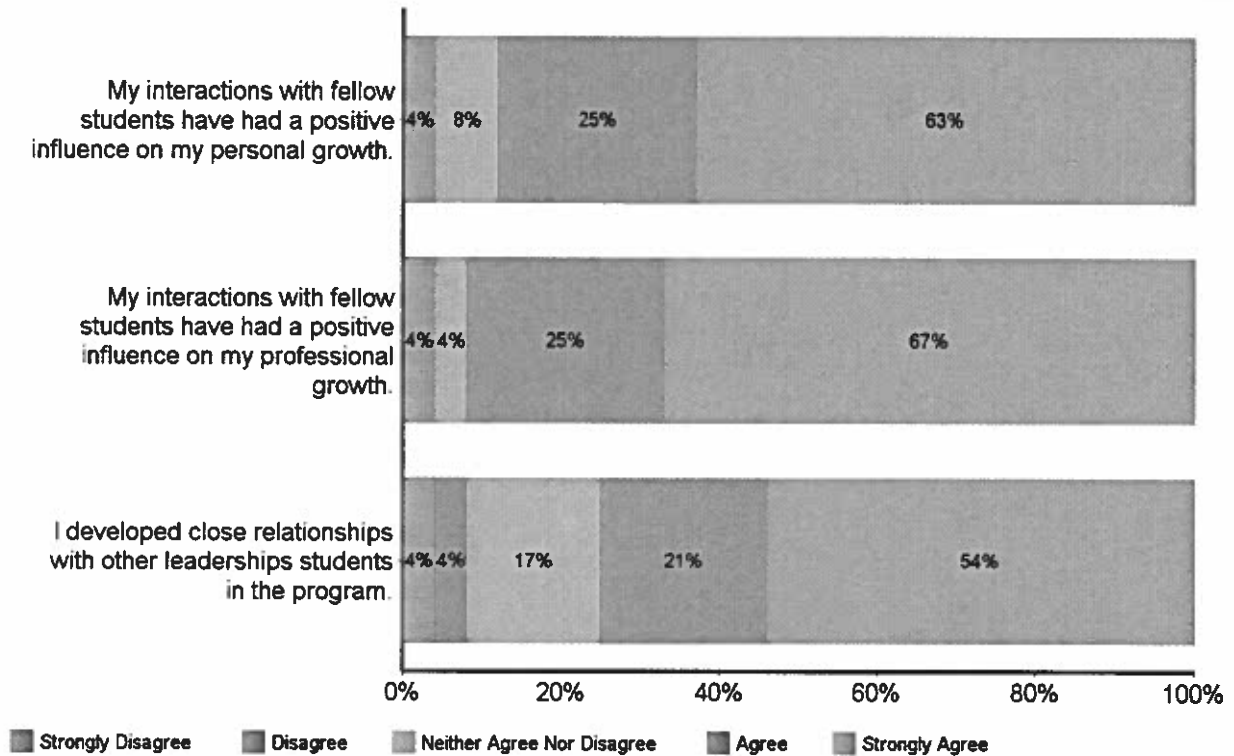| Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
My interactions with fellow students have had a positive influence on my personal growth.	1	5	4.42	0.97	24
My interactions with fellow students have had a positive influence on my professional growth.	1	5	4.5	0.93	24
I developed close relationships with other leaderships students in the program.	1	5	4.17	1.13	24

Program Accessibility

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?
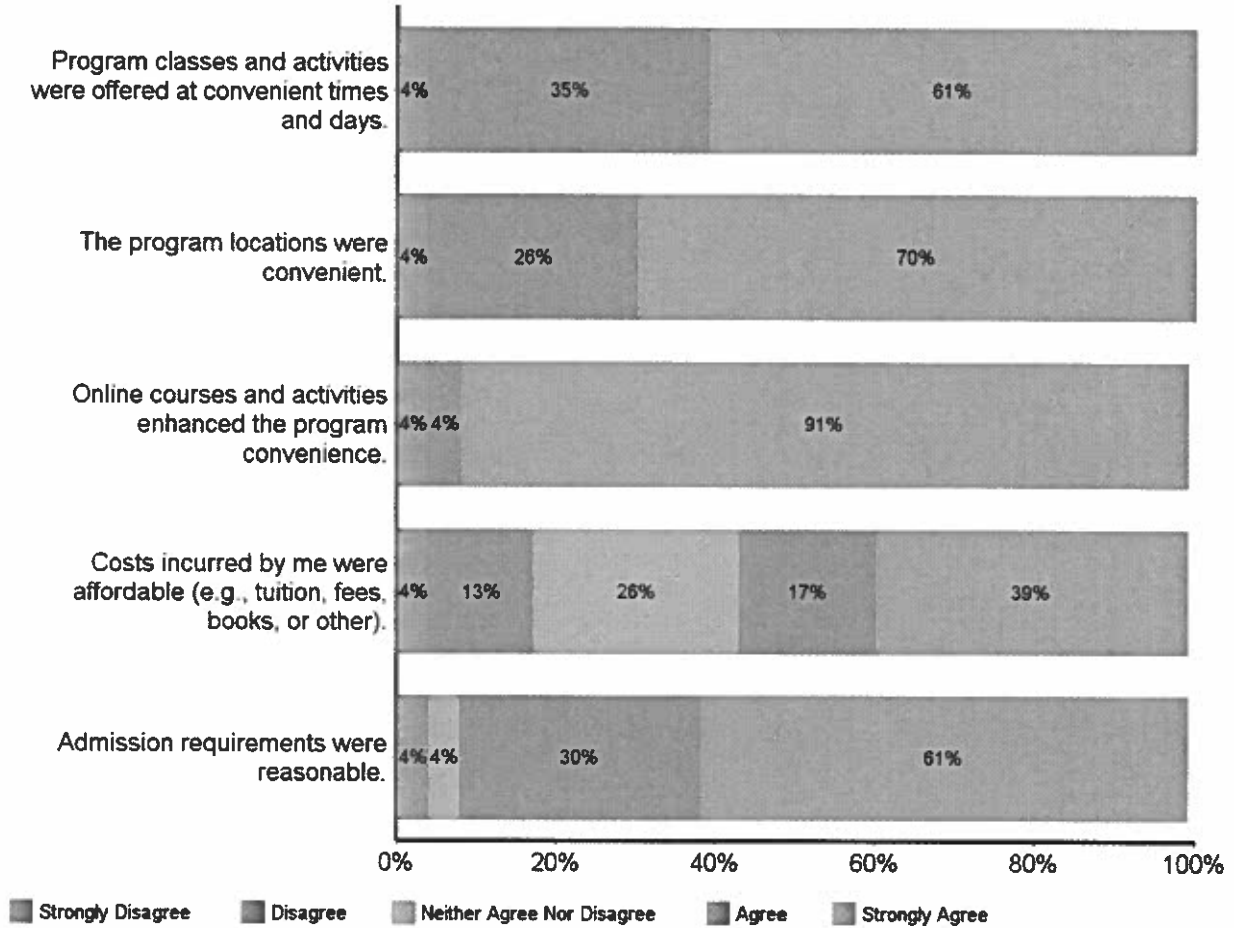
Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Program classes and activities were offered at convenient times and days.	1	5	4.48	0.9	23
The program locations were convenient.	1	5	4.57	0.9	23
Online courses and activities enhanced the program convenience.	1	5	4.78	0.85	23
Costs incurred by me were affordable (e.g., tuition, fees, books, or other).	1	5	3.74	1.25	23
Admission requirements were reasonable.	1	5	4.43	0.95	23

Internship/Residency Design

Did you have a program-sponsored internship (e.g., internship, residency, or other clinical experiences) working directly with a school or district leader on administrative tasks?

Answer	Bar	Response	%
Yes		16	70%
No		7	30%
Total		23	100%

In what type of internship, residency, or field experience did you participate? (mark all that apply)

Answer	Bar	Response	%
Paid full-time internship		0	0%
Unpaid full-time internship		3	15%
Part-time internship		5	25%
Course embedded clinical work/internship		7	35%
Internship follows completion of coursework		5	25%
Clinical placements in multiple sites		0	0%
Clinical placement in a single site		0	0%
Other (Specify)		2	10%
Total		22	100%

Internship/Residency Quality

To what extent do you agree or disagree with the following statements about your internship experience?

Statement	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
My internship experience was an excellent learning experience for becoming an educational leader.		10%	24%	19%	48%
I was able to develop an educational leader's perspective on school improvement.		10%	19%	29%	43%
My internship enabled me to develop the practice of engaging peers and colleagues in shared problem solving and collaboration.		10%	19%	24%	48%
I had responsibilities for leading, facilitating, and making decisions typical of an educational leader.		10%	14%	24%	52%
I was supervised by knowledgeable school leaders.			19%	38%	43%
My internship achievements were regularly evaluated by program faculty or staff.	5%		19%	29%	48%
I worked in one or more schools that serve students with a variety of socio-economic backgrounds.			14%	33%	52%

Legend: Strongly Disagree · Disagree · Neither Agree Nor Disagree · Agree · Strongly Agree

Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
My internship experience was an excellent learning experience for becoming an educational leader.	2	5	4.05	1.07	21
I was able to develop an educational leader's perspective on school improvement.	2	5	4.05	1.02	21
My internship enabled me to develop the practice of engaging peers and colleagues in shared problem solving and collaboration.	2	5	4.1	1.04	21
I had responsibilities for leading, facilitating, and making decisions typical of an educational leader.	2	5	4.19	1.03	21
I was supervised by knowledgeable school leaders.	3	5	4.24	0.77	21
My internship achievements were regularly evaluated by program faculty or staff.	2	5	4.19	0.93	21
I worked in one or more schools that serve students with a variety of socio-economic backgrounds.	3	5	4.38	0.74	21

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Ethics & Professional Norms

Please rate your agreement about how well your leadership program prepared you to do the following.

| | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree |
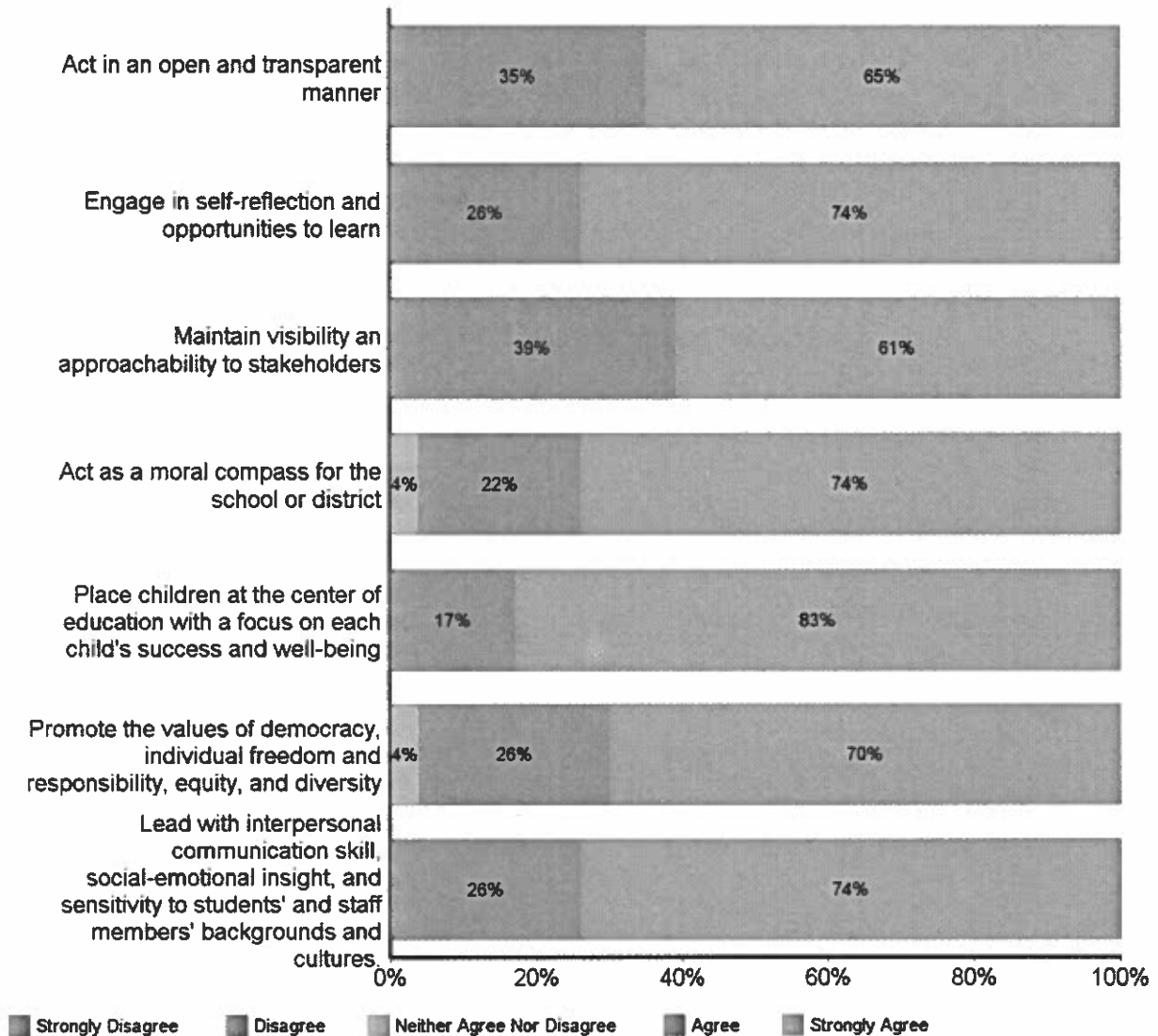
Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Act in an open and transparent manner	4	5	4.65	0.49	23
Engage in self-reflection and opportunities to learn	4	5	4.74	0.45	23
Maintain visibility an approachability to stakeholders	4	5	4.61	0.5	23
Act as a moral compass for the school or district	3	5	4.7	0.56	23
Place children at the center of education with a focus on each child's success and well-being	4	5	4.83	0.39	23
Promote the values of democracy, individual freedom and responsibility, equity, and diversity	3	5	4.65	0.57	23
Lead with interpersonal communication skill, social-emotional insight, and sensitivity to students' and staff members' backgrounds and cultures.	4	5	4.74	0.45	23

Strategic Leadership

Please rate your agreement about how well your leadership program prepared you to do the following.

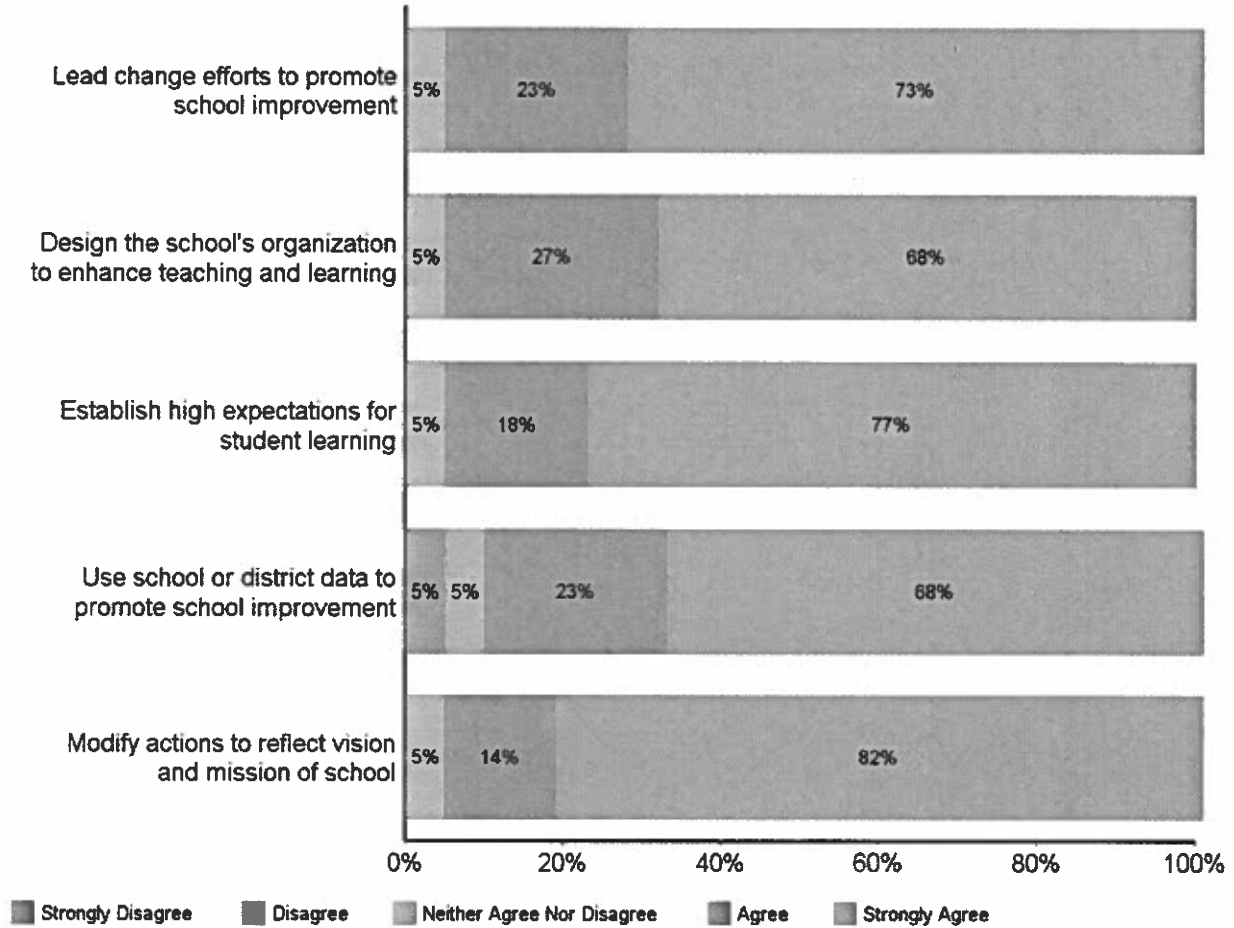| Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Lead change efforts to promote school improvement	3	5	4.68	0.57	22
Design the school's organization to enhance teaching and learning	3	5	4.64	0.58	22
Establish high expectations for student learning	3	5	4.73	0.55	22
Use school or district data to promote school improvement	1	5	4.5	0.96	22
Modify actions to reflect vision and mission of school	3	5	4.77	0.53	22

Operations and Management

Please rate your agreement about how well your leadership program prepared you to do the following.
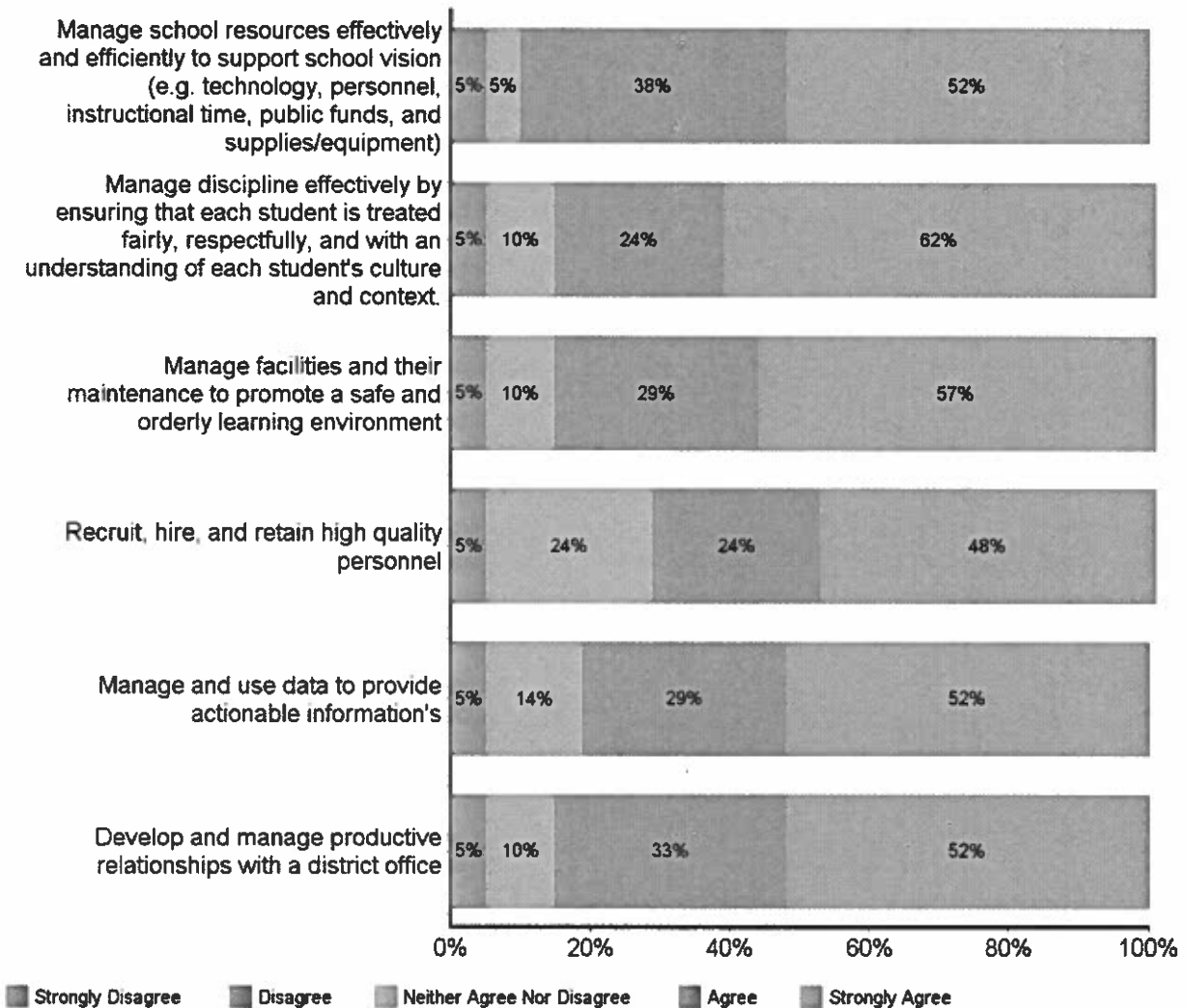
Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Manage school resources effectively and efficiently to support school vision (e.g. technology, personnel, instructional time, public funds, and supplies/equipment)	2	5	4.38	0.8	21
Manage discipline effectively by ensuring that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	2	5	4.43	0.87	21
Manage facilities and their maintenance to promote a safe and orderly learning environment	2	5	4.38	0.86	21
Recruit, hire, and retain high quality personnel	2	5	4.14	0.96	21
Manage and use data to provide actionable information's	2	5	4.29	0.9	21
Develop and manage productive relationships with a district office	2	5	4.33	0.86	21

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Learning Outcomes:
Preparation for Leadership Practicies & Behaviors

The following section includes graduates' responses about their leadership practices in the following categories:

- Ethical & Professional Norms
- Strategic Leadership
- Management & Operations
- Instructional Leadership
- Organizational Culture
- Supportive Learning Environment
- Family & Community Relations

Instructional leadership

Please rate your agreement about how well your leadership program prepared you to do the following.

	Develop the individual an collective instructional capacity of faculty	15%	30%	55%
Provide constructive feedback for teachers to improve instruction	10%	25%	65%
Support differentiated instruction to enhance student learning	10%	25%	65%
Support professional development activities for teachers based on identified instructional needs of students	10%	15%	75%
Promote rigorous and relevant curricula, instruction, and assessments	10%	20%	70%
Ensure culturally relevant teaching and learning	10%	30%	60%
Promotes a curriculum that supports college and career readiness	5% 10% 20%	65%
Evaluate curriculum for its use and effectiveness	15% 15%	70%
Support the use of technology to enhance teaching and learning	5% 10% 25%	60%

0%   20%   40%   60%   80%   100%

■ Strongly Disagree   ■ Disagree   ■ Neither Agree Nor Disagree   ■ Agree   ■ Strongly Agree

Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Develop the individual an collective instructional capacity of faculty	3	5	4.4	0.75	20
Provide constructive feedback for teachers to improve instruction	3	5	4.55	0.69	20
Support differentiated instruction to enhance student learning	3	5	4.55	0.69	20
Support professional development activities for teachers based on identified instructional needs of students	3	5	4.65	0.67	20
Promote rigorous and relevant curricula, instruction, and assessments	3	5	4.6	0.68	20
Ensure culturally relevant teaching and learning	3	5	4.5	0.69	20
Promotes a curriculum that supports college and career readiness	2	5	4.45	0.89	20
Evaluate curriculum for its use and effectiveness	3	5	4.55	0.76	20
Support the use of technology to enhance teaching and learning	2	5	4.4	0.88	20

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Professional and Organizational Culture

Please rate your agreement about how well your leadership program prepared you to do the following.

Item	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Promote effectiveness in serving all students well		10%	20%		70%
Build a collaborative environment		10%	15%		75%
Work with staff to solve school or department problems		10%	20%		70%
Build and sustain learning-centered vision for a school		10%	15%		75%
Use clear ethical principles to safeguard the values of democracy, equity, justice, community, and diversity		10%	20%		70%
Encourage staff members' initiative and innovative efforts to enhance instructional capacity		10%	15%		75%
Engage staff in comprehensive planning for continuous school improvement		10%	15%		75%
Facilitate a culture of shared leadership		10%	15%		75%
Foster staff sensitivity to student diversity		10%	30%		60%

Legend: ■ Strongly Disagree ■ Disagree Neither Agree Nor Disagree ■ Agree Strongly Agree

Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Promote effectiveness in serving all students well	3	5	4.6	0.68	20
Build a collaborative environment	3	5	4.65	0.67	20
Work with staff to solve school or department problems	3	5	4.6	0.68	20
Build and sustain learning-centered vision for a school	3	5	4.65	0.67	20
Use clear ethical principles to safeguard the values of democracy, equity, justice, community, and diversity	3	5	4.6	0.68	20
Encourage staff members' initiative and innovative efforts to enhance instructional capacity	3	5	4.65	0.67	20
Engage staff in comprehensive planning for continuous school improvement	3	5	4.65	0.67	20
Facilitate a culture of shared leadership	3	5	4.65	0.67	20
Foster staff sensitivity to student diversity	3	5	4.5	0.69	20

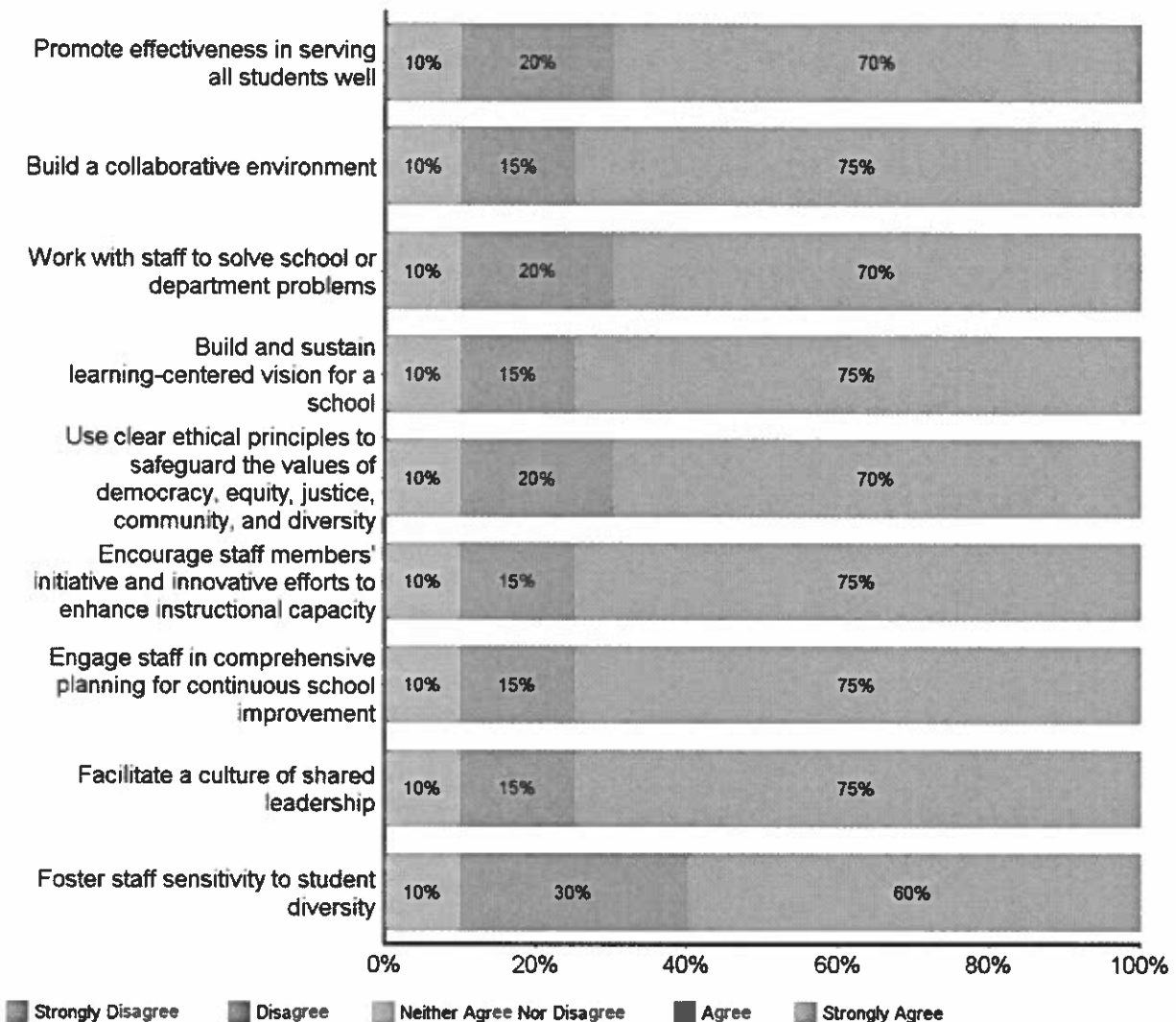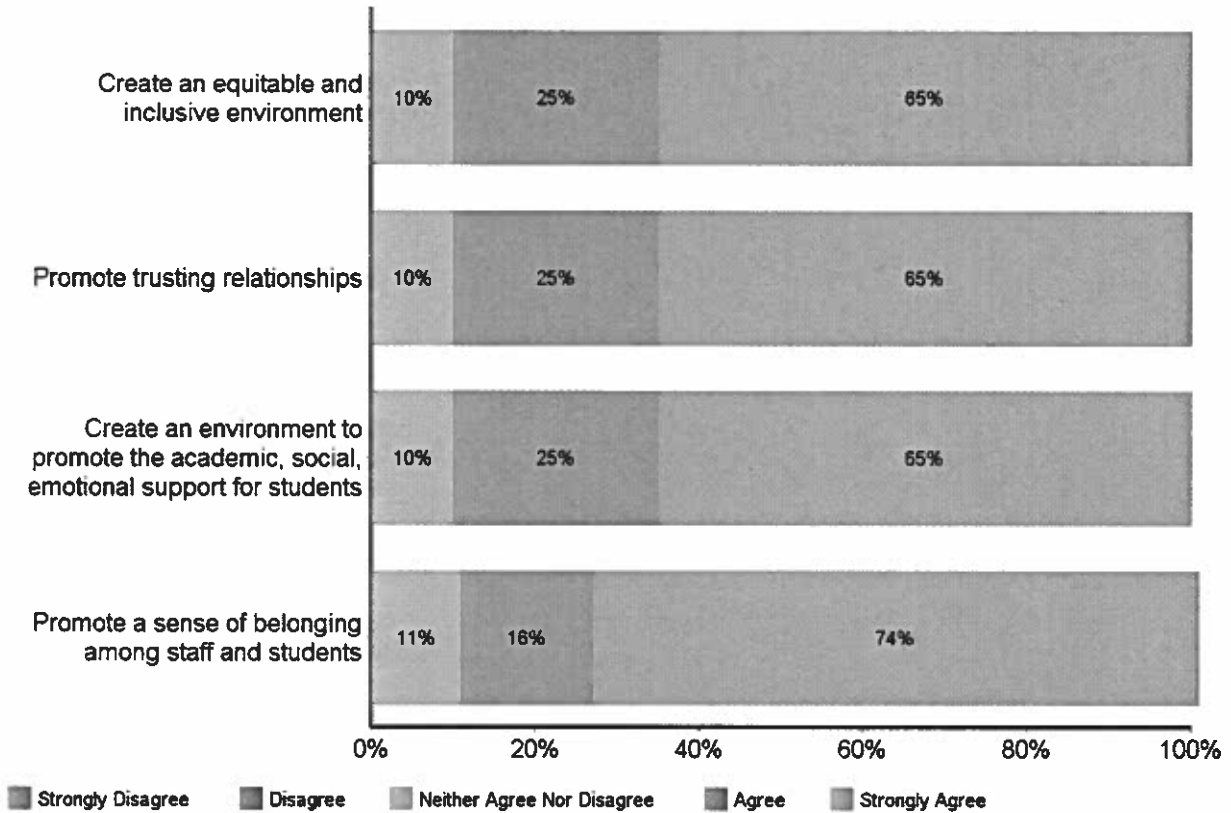## Supportive and Equitable Learning Environment

Please rate your agreement about how well your leadership program prepared you to do the following.

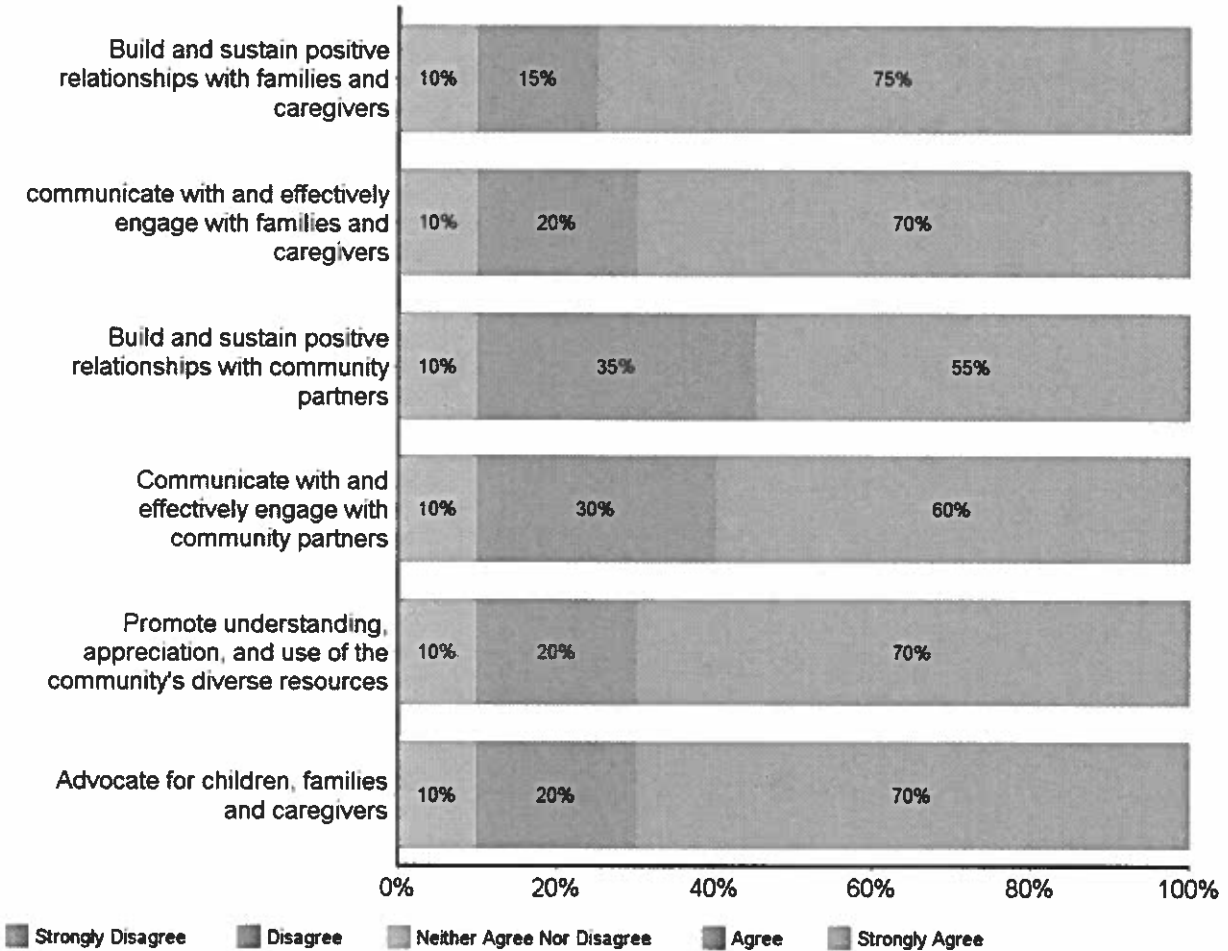| Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Create an equitable and inclusive environment	3	5	4.55	0.69	20
Promote trusting relationships	3	5	4.55	0.69	20
Create an environment to promote the academic, social, emotional support for students	3	5	4.55	0.69	20
Promote a sense of belonging among staff and students	3	5	4.63	0.68	19

Family and Community Engagement

Please rate your agreement about how well your leadership program prepared you to do the following.

Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Build and sustain positive relationships with families and caregivers	3	5	4.65	0.67	20
communicate with and effectively engage with families and caregivers	3	5	4.6	0.68	20
Build and sustain positive relationships with community partners	3	5	4.45	0.69	20
Communicate with and effectively engage with community partners	3	5	4.5	0.69	20
Promote understanding, appreciation, and use of the community's diverse resources	3	5	4.6	0.68	20
Advocate for children, families and caregivers	3	5	4.6	0.68	20

Overall Quality of Preparation for School Leadership

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

My leadership preparation program prepared me well for the duties and responsibilities of a school leader/principal.
19.0%   76.2%

My preparation program has a good reputation among most educators in my state or region.
9.1%   18.2%   68.2%

■ Strongly Disagree	■ Disagree	■ Neither Agree Nor Disagree	■ Agree	■ Strongly Agree
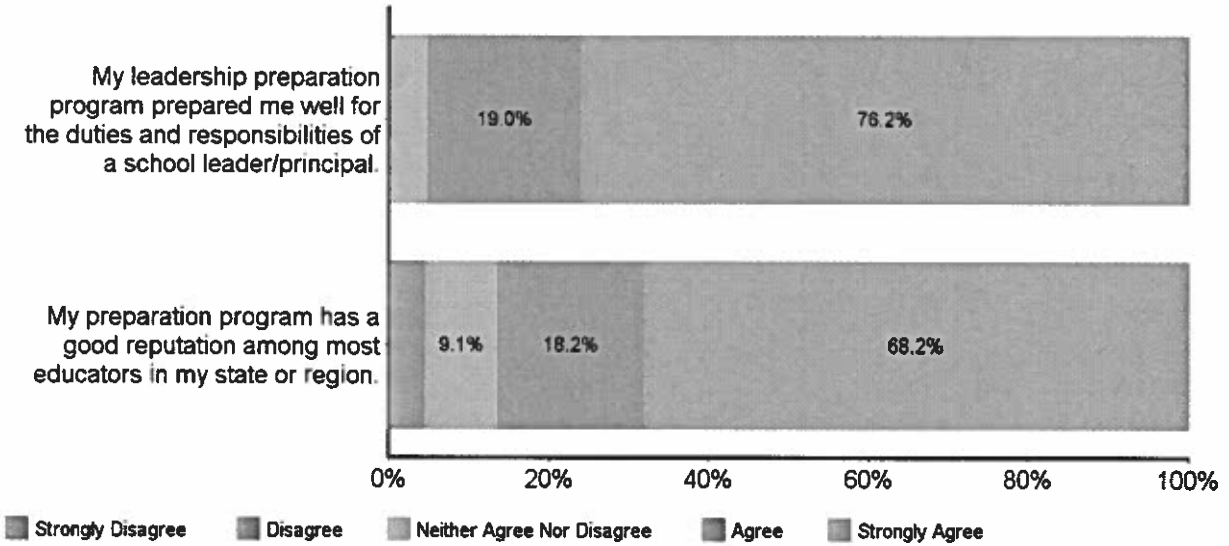
Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
My leadership preparation program prepared me well for the duties and responsibilities of a school leader/principal.	3	5	4.71	0.56	21
My preparation program has a good reputation among most educators in my state or region.	2	5	4.5	0.86	22

Ratings on UCEA Institutional and Program Quality Criteria

Standard 1: Evidence of significant efforts by faculty members to identify, develop and promote relevant knowledge of best practices focused on the essential problems of schooling, leadership and administration.				
Element	**Very Effective**	**Effective**	**Developing**	**No Evidence**
1A: Identify best practices focused on the essential problems of schooling, leadership, and administration.		X		
1B: Research best practices focused on the essential problems of schooling, leadership, and administration.	X			
1C: Promote best practices focused on the essential problems of schooling, leadership, and administration.		X		

Standard 2: Evidence that the preparation program involves a critical mass of full time faculty members whose appointments are in the department in which educational leaders are educated and who exhibit excellence in scholarship, teaching and service in educational leadership. A majority of educational leadership coursework must be taught by these full-time faculty members.				
Element	**Very Effective**	**Effective**	**Developing**	**No Evidence**
2A: Critical mass of faculty		X		
2B: Majority of the coursework		X		
2C: Teaching load		X		
2D: Faculty/adjunct ratio		X		
2E: Quality of adjunct faculty	X			
2F: Quality of clinical faculty	X			
2G: Teaching quality	X			
2H: Scholarship quality	X			
2I: Service quality		X		

Standard 3: Evidence that the program makes use of an advisory board of educational leadership stakeholders and involves leadership practitioners in program planning, teaching and field internships.				
Element	**Very Effective**	**Effective**	**Developing**	**No Evidence**
3A: Advisory board		X		
3B: Educational leadership stakeholder representation		X		
3C: Practitioners in program planning	X			
3D: Practitioners in teaching	X			
3E: Practitioners in internship		X		

Standard 4: Evidence that the preparation program engages in collaborative relationships with other universities, school districts, professional associations, and other appropriate agencies (a) to promote diversity within the preparation program and the field; (b) to generate sites for clinical study, field residency, and applied research; and (c) for other purposes as explained by the applicant.				
Element	**Very Effective**	**Effective**	**Developing**	**No Evidence**
4A: Promote diversity in the program and the field			X	
4B: Generate sites for clinical study and residency			X	
4C: Generate sites for applied research			X	

Standard 5: Evidence that the preparation program is (a) conceptually coherent and clearly aligned with quality leadership standards, (b) informed by current research and scholarship on the essential problems of schooling, leadership and administration. In particular, applicants should demonstrate how the content of the preparation program addresses problems of practice including leadership for student learning and diversity. Also, evidence should be provided to demonstrate that the processes of the preparation program are based on adult learning principles.

Element	Very Effective	Effective	Developing	No Evidence
5A: Conceptually coherent		X		
5B: Standards based		X		
5C: Research and practice based		X		
5D: Adult learning principles		X		
5E: Formative and Summative Assessment of Student Performance		X		

Standard 6: Evidence that the preparation program engages in on-going programmatic evaluation and enhancement.

Element	Very Effective	Effective	Developing	No Evidence
6A: Programmatic evaluation	X			
6B: Evaluation utilization to enhance program	X			
6C: Institutional support: institutionalized beyond the immediate program; evidence of institutional support of the process	X			

Standard 7: Evidence that the preparation program includes concentrated periods of study and supervised clinical practice in settings that enable leadership candidates to have an opportunity to work with diverse groups of students and teachers.

Element	Very Effective	Effective	Developing	No Evidence
7A: Concentrated periods of study		X		
7B: Supervised clinical practice			X	
7C: Opportunities to work with diverse groups			X	
7D: Formative and summative assessment feedback			X	

Standard 8: Evidence that the preparation program is characterized by systematic, written recruitment and admission plans that rely on multiple sources of evidence and shows deliberate efforts to attract applicants who demonstrate leadership potential, with particular attention given to increasing diversity within the program.

Element	Very Effective	Effective	Developing	No Evidence
8A: Systematic written recruitment and admission plan				X
8B: Recruitment			X	
8C: Multiple sources of evidence for admission decisions		X		
8D: Attention is given to increasing diversity in the program			X	
8E: Selection		X		

Standard 9: Evidence that the preparation program has developed and maintained systematic efforts to assist all students in professional placement and career advancement.

Element	Very Effective	Effective	Developing	No Evidence
9A: Placement support		X		
9B: Career advancement		X		

Standard 10: Evidence that the preparation program faculty participates in the development, delivery, and evaluation of systematic and high quality professional development programs for educational leaders, in cooperation with appropriate professional associations and other educational and social agencies.

Element	Very Effective	Effective	Developing	No Evidence
10A: Faculty participation in design of professional development	X			
10B: Faculty participation in delivery of professional development		X		
10C: High quality professional development		X		
10D: Evaluation		X		
10E: Cooperation with appropriate agencies of professional development	X			

Standard 11: Evidence that the preparation program offers regular professional development for program faculty to enhance their skills in leadership preparation, research, research utilization, and other content areas.

Element	Very Effective	Effective	Developing	No Evidence
11A: Professional development for faculty to enhance their preparation work		X		
11B: Professional development for faculty to enhance their research	X			
11C: Professional development for faculty to enhance their use of research		X		
11D: Professional development for faculty in other content areas		X		

Our recommendation to the Executive Director, the Executive Committee, and the UCEA Plenum: The site team visit confirmed the accuracy of the information that was submitted in the application for full membership. Based on our analysis of the evidence gathered during our site visit, we recommend that the Educational Leadership program at the University of Arkansas be granted Full Membership to the University Council for Educational Administration.

Appendix H
Application Documents

Educational Leadership Application

About You

*Legal Name

Other names that appear on academic records

*Request admission to which program

○ Certificate

○ M.Ed.

○ Ed.S.

○ Ed.D.

Pittsburg State Specialist Degree Graduate

○ I am a graduate of Pittsburg State University's Specialist Degree Program

*Expected Semester to Begin

○ Fall

○ Spring

○ Summer

*Of Year

Please Select ▼

*Course Load

○ Full Time - Six or more hours per semester, or three or more in summer

○ Part Time - Less than six hours per semester, or less than three in summer

Address, Telephone and Email

*Mailing Address

Permanent Address, if different from Mailing Address

Mobile Phone

Home Phone

*Email Address

Teaching License/Certificate

I hold a currently valid teaching license/certificate

○ Yes

○ No

Academic Background

Please sent transcripts to the Graduate School (https://graduate-and-international.uark.edu/graduate/index.php).

Bachelor's Degree

Degree Title

[   ]

Awarding Institution

[   ]

Year Awarded

[   ]

Major

[   ]

Minor

[   ]

Overall Undergraduate Grade Point Average

[   ]

Master's Degree

Degree Title

[   ]

Awarding Institution

[   ]

Year Awarded

[   ]

Major

Graduate Hours

Grade Point Average

Specialist's Degree (if applicable)

Degree Title

Awarding Institution

Year Awarded

Additional Courses

List all courses completed beyond last degree earned

Work Experience

Work Experience Related to Education

[ ]

Letters of Recommendation

We require you to request letters of recommendation from at least three persons including: your current supervisor (superintendent, principal etc.) and a former graduate instructor, if possible. Please list the names and addresses of those persons whom you will ask to submit a letter of recommendation:

1st Recommendation: Type of Recommendation

○ Academic

○ Professional

○ Supervisor

○ Other

1st Recommendation: Name

[ ]

1st Recommendation: Email, Phone, Address

[ ]

2nd Recommendation: Type of Recommendation

○ Academic

○ Professional

○ Supervisor

○ Other

2nd Recommendation: Name

[ ]

2nd Recommendation: Email, Phone, Address

3rd Recommendation: Type of Recommendation

⊙ Academic

⊙ Professional

⊙ Supervisor

⊙ Other

3rd Recommendation: Name

3rd Recommendation: Email, Phone, Address

Validation

⊙ I Agree

*By checking this box,

I certify that I have carefully considered each question and that my statements are true and complete to the best of my knowledge. I authorize the University of Arkansas to contact the colleges, universities and employers indicated in my application and accompanying materials to verify the accuracy of anything contained in the application and accompanying material. Further, I understand that cancelation of my admission privileges may result if any information is found to be incomplete or inaccurate.

*Your Name

SUBMIT

Affidavit Of Academic Qualifications for Non-degree Graduate Students

Name: _____ SSN: _____

Semester of Application: _____ Year: _____

You will be admitted to the Graduate School only if you affirm that you have earned a bachelor's degree.

"I certify that I am eligible for admission to the Graduate School at the University of Arkansas because I have been awarded a bachelor's degree from a regionally accredited college or university."

Should you seek further enrollment in the Graduate School *as a degree-seeking student*, you must reapply for admission and submit all required official transcripts and meet regular admission requirements.

Your signature here and on the application form affirms that the above information is true and accurate, and that you understand that any enrollment taken as a non-degree student will not normally earn credit toward a graduate degree at the University of Arkansas.

_____   _____

(Signature)   (Date)

Johns Hopkins University
School of Education
Admissions Dispositions Survey

Applicant Name_____ Date _____

Program Applying to_____

1. _____ Share a personal challenge that you set for yourself. Why was the challenge important and what was your success at meeting the challenge?

2. _____ What strengths do you have that would be helpful in a leadership capacity?

3. _____ What do you see as your role in promoting diversity?

4. _____ Provide an example of a time when you encountered a problem in your workplace or as a college student and how you collaborated with others to address it.

5. _____ Describe a situation that required you to deal with ambiguity and to be flexible. How did you address it?

For internal use only:

Reviewer Name_____

Overall Final Score (check one): Target _____ Acceptable _____ Below Expectation _____

Scoring Guide 1 = Below Expectation   2 = Acceptable 3 = Target

Appendix I
Annual Graduate Student
Academic Review

ANNUAL GRADUATE STUDENT ACADEMIC REVIEW
Due dates are determined by the department. Completed
evaluations must be submitted to the Graduate School
by June 30th of each year by the department or interdisciplinary program.

PLEASE NOTE: A review is NOT necessary if: a. the student graduated. b. the student never enrolled after acceptance into your program. c. the student was never officially admitted to your program.

1. Student's Name: _____

2. Student's Personal Identification Number: _____

3. Student's degree program: _____

4. Semester and year student entered degree program: _____

5. Does student have any out of date course work? (Course work is considered out of date if at the time of graduation it will be more than six years old for masters and more than seven years old for doctorate.)

_____ YES _____ NO

6. This student (check one):

_____ is making satisfactory progress toward the degree.

_____ is not making satisfactory progress toward the degree.
Please attach a statement describing the requirements for satisfactory progress that are not being met by this student. Explain how satisfactory progress toward the degree can be regained.

_____ has withdrawn from the program.

_____ has been dismissed from the program because of unsatisfactory progress toward the degree. Please attach a statement explaining why the student was dismissed and a copy of your letter to the student.

7. The results of the review were communicated to the student:

a) by face-to-face interview on _____ (date)

_____ (signature of student)

b) by the following procedure because the face-to-face interview was not possible or practical (include dates of notification): _____

_____

8. This form accurately summarizes the annual graduate student academic review for this student for _____ (Academic Year)

_____   _____
Signature of Review Coordinator   Name of Review Coordinator

_____   _____
Signature of Department Head/Chair   Date

FOR GRADUATE SCHOOL USE ONLY:

Review received (signature of dean): _____

Revised: 06/07/2017

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Appendix J
Database of Current & Former
District Administration Students

Name	Date entered	Job	School	Internship	Position 12/20
McKeever, Chrystal	2018 Fa	Project SOAR Coordinator	2450 Cimmaron Ave. Springdale, AR 72762	2020 Fall	Project Soar Coord, Uof A
Collier, Warren	2019 Fa	Assist. Principal	FHS	2021 Spring	Asst Prin, Fay'vl HS
Laspe, Kyle	2019 Fa	Asst. Principal	Fairfax County, VA	2021 Spring	Asst Prin, Fairfax Co, VA SD
Latin, Dionne	2019 Fa	Counselor	Little Rock	sent	Counselor, LR, AR SD
Hoopes, Logan	2019 Sp	S.S. Teacher	Chaffin JHS	2020 Spring	JH SS Teacher, Ft. Smith, AR
Seidel, John	2019 Sp	Math Teacher	Bentonville		Asst Prin, Washington State
Osbourn, Sharla	2019 Su I	Central Office Position	Rogers	2020 Spring	Asst Supt, Rogers, AR
Jennings, Chelsea	2020 Fa	Asst Prin	Lakeside JH, S'dale, AR		
Wilcut, Travis	2020 Fa	teacher/coach	Kennett, MO		
Parker, Krysta	2020 Fa	Elem Principal	Nashville, AR		

Name	Date entered	School	District	Completed	Current Job 12/20
Brauman, Kimberly	2012 Sp			2016 Sp	Assoc Dean, Monteverde Prep School, FL
Leslie Sharp	2012 Sp	Principal	Decatur Elem	2016 Sp	Asst Professor, Early Childhood Ed, U of A
Johnson, Erikka	2013 Fa			2018 Sp	MS Asst Prin, Sylvan Hills
Moka, Teresa	2013 Fa	ELA Assessment Specialist	ADE	2108 Fa	MS Principal, Pine Bluff, AR
Morris, Sarah Ellen	2013 Fa	Asst. Principal	Horse Creek Academ	2019 Su	Asst Prin, Horse Creek Academy, Aiken, SC
Oller, Christina	2013 Fa	Special Education Teacher	Branson H.S.	2019 Su	SpEd Admin, Nixa, MO Schools
Gentry, Misty	2013 Fa	High School Counselor	DeQueen HS		District Testing Coord, DeQueen, AR SD
Schroeder, Andrew	2013 Fa	Science teacher	Stuttgart	2019 Sp	Asst Prin, Smackover HS, Smackover, AR SD
Mellon, Kristi	2013 Fa	Principal	Knobnoster Elem	2019 Sp	Principal, Horizon Elem, Smithville, MO
Kubicki, Anne	2013 Su			2017 Fa	K-6 Instructional Facilitator, Marshall, WI SD
Childress, Dawn	2015 Fa	Assistant Principal	Barling, AR	2017 Sp	Principal, Orr Elem, Ft. Smith, AR
Brewer, Nancy	2015 Fa			2017 Su	
Cox, Summer	2015 Fa	Assistant Principal	Van Buren, AR	2017 Fa	Principal, Oliver Springs Elem. Van Buren, AR
Allen, James	2015 Fa			2017 Fa	
Summerford, Stephanie	2015 Fa	Director of Curriculum	Gravette S.D.	2018 Fa	Principal, Sugar Creek Elem, Bentonville, AR
Dawson, Roberta	2015 Fa			2018 Fa	

Fudge, Danna	2015 Su	HS teacher	Van Buren, AR	2016 Fa	HS teacher, Van Buren, AR
Tarver, Tyler	2015 Su	HS Math	Beebe, AR	2018 Sp	Dean of New Life Church College, Fay'vl, AR
Tisher, Shannon	2016 Fa	Principal	Southwest J.H.	2018 Fa	Asst Supt, Springdale, AR
Stevens, Rachel	2016 Su	Instructional Facilitator	Pulaski County	2018 Sp	Principal, Landmark Elem, Pulaski Co SSD
Childress, Maribel	2017 Fa	Principal	Monitor Elem	2019 Sp	Sup't, Gravette, AR
Neal, Rick	2017 Su	Superintendent	Pea Ridge	2018 Sp	Retired, Spring 2020
Baumgartner, Kristie	2017 Sp	Asst. Supt.	Alton CUSD	2018 Sp	Sup't, Alton, IL SD
Feeny, Jennifer	2017 Sp	Asst. Principal	Northridge MS	2017 Fa	Virtual Academy Coord, Van Buren, AR SD
Steele, Dannah	2017 Su	Asst. Principal		2018 Sp	Principal, Twillman Elem, Hazelwood, MO
Warren, Jonathan	2017 Su	Co-Principal	Prairie Grove Elem		Migrant Specialist, NW AR Co-op
Van Dyke, Wanda		HS Principal	Trumann, AR	2015 Fa	Asst Supt, Pine Bluff, AR
Fielding Daniel		MS Principal	Waldron, AR	2015 Sp	Sup't, Waldron, AR
Neal, Caroline				2017 Sp	Secondary Math Coord, Ft. Smith, AR
Arrington, Jason			Smackover HS	2019 Su	Dean of College/Career Readiness, Smackover, AR SD
Green, Judy		Curriculum Coord	Valley Springs, AR	2016 Sp	Sup't, Valley Springs, AR SD (retired June, 2020)
Mock, Jeff	2018 Fa	Principal	Harmony Grove	2019 Fall	Principal, Harmony Grove, AR HS
Sputo, Christina	2018 Sp	Principal	Leverett Elem	2019 Fall	Principal, Leverette Elem, Fay'vl AR
Hotsenpiller, Lisa	2017 Fa	Director of Career & Tech Ed.	Fayetteville	2020 Spring	District Tech Coord, Fay'vl AR

Name	Term	Position	School	Term	Position/Location
Hoskins, Meleah	2018 Fa	Math Instructor	Prairie Grove Middle School	2020 Spring	Principal, Pershing Elem, Muskogee, OK
Taylor, Stephanie	2018 Fa	Special Education Teacher	Villag Elem Emporia KS	2020 Spring	Elem Counselor, Bentonville, AR
Holmes, Reba	2018 Fa	Supt.	Prairie Grove	2019 Fall	Sup't, Prairie Grove, AR
Cundiff, John	2019 Sp	Principal	Chaffee H.S.	2020 Spring	Principal, Chaffee HS, Chaffee, MO
Dougan, Kelli	2018 Sp	Research and Assessment Director	FPS	2018 Fall	District Testing Coord, Fay'vl AR
Claassen, Neely Brooke	2018 Su	Asst. Principal	Mayflower Elem	2020 Spring	Asst Prin, Mayflower, AR Elem