

Master of Arts - Education Administration Student Handbook

**● Missouri Valley College
2023-2024**



**MISSOURI
VALLEY**
C O L L E G E

Master of Arts in Education Administration

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Introduction to the Education Administration Program

The purpose of the Master of Arts in Educational Administration program is to prepare students with the training to become effective school administrators. This program will lead to principalship certification at both the elementary and middle school level (CIP 130408) as well as the secondary level (CIP 130409). While there are two CIP codes to designate the certification levels, there is no difference in the program curriculum.

Students Seeking Graduate Study Admission

Must submit the following to the Director of the Master of Arts in Education Administration:

- Cover Letter
- Resume
- 3 References with complete contact information
- Transcripts from all college or universities attended submitted to the Registrar

Master of Arts in Education Administration

The program focuses on defining effective school leadership as related to the Missouri Model Leader Standards and Indicators. The standards organize the functions that help define strong school leadership in five areas. These standards represent the high-priority themes that education leaders must address in order to promote the success of every student. The standards address the following roles of a school administrator:

- Standard 1: Visionary Leadership
 - The Principal as the Visionary Leader develops and implements a vision for the school to guide the learning of all students.
- Standard 2: Instructional Leadership
 - The Principal as the Instructional Leader ensures a guaranteed and viable curriculum, guarantees effective instruction practice, coordinates the use of effective assessments and promotes professional learning.
- Standard 3: Managerial Leader
 - The Principal as the Managerial Leader implements the operational system, oversees personnel and ensures the equitable and strategic use of resources.
- Standard 4: Relational Leader
 - The Principal as the Relational Leader interacts professionally with students, staff, family, and the community.
- Standard 5: Innovative Leader
 - The Principal as the Innovative Leader continues professional growth, actively engages in reflective practice and applies new knowledge and understanding to drive appropriate change.

Program Learning Outcomes

- Possess a firm basis knowledge in the PSEL-Professional Learning Standards for Educational Leaders
- Understand professional knowledge based on current and best practices for School Leaders
- Understand the professional skills required to provide leadership in private and public school settings.
- Show application of the PSEL standards during coursework and field experiences.

Course Rotation/Descriptions

Master of Arts in Education Administration

Planned Course Rotation

	<u>Credit Hours</u>
ED 501 History of Educational Administration	3
ED 502 Current Issues in Educational Leadership	3
ED 503 School Leadership: The Principalship	3
ED 504 Teacher Evaluation and Instructional Improvement	3
ED 505 Education Finance	3
ED 506 Education Law	3
ED 507 Supervision and Building Management	3
ED 508 Educational Media Relations	3
ED 509 Facilities Analysis and Design	3
ED 510 Design of Effective Curriculum	3
ED 511 Research in Educational Administration	3
ED 512 Internship I	0
ED 513 Internship II	3

ED 501 History of Educational Administration: The course will focus on fundamental organizational principles, models of administrative practices, problem-solving and communication skills in leadership, and local, state, and federal governance in education.

ED 502 Current Issues in Educational Leadership: The course focus will be on the discussion of current topics in educational leadership. Readings will be assigned and reflective analysis will be employed to achieve a depth of understanding that will assist the student to effectively utilize said reflections to improve a school building operationally.

ED 503 School Leadership: The Principalship: This course provides the student with an understanding of knowledge and skills related to the function and role of an effective school principal. Topics will include policy development, school structure, climate, faculty and staff development, communications, instructional leadership, and planning strategies.

ED 504 Teacher Evaluation and Instructional Improvement: A course that will instruct the student in improvement based teacher evaluation methodology. The student will learn about a variety of methods that have been implemented to improve standardized test results in a school. Topics include the nature of supervision, selection of personnel, evaluation of personnel, retention of personnel, and organizational theory. This course requires 45 hours in internship activities.

ED 505 Education Finance: The student will learn how to build a district/building budget in general and with respect to Missouri school finance statutes. Topics include the role of business management in education, the role of the principal as a business manager, governmental regulations and procedures, budget practices, scheduling and reporting techniques, negotiation techniques, the role of auxiliary services and the current state formula for funding the LEA.

ED 506 Education Law: The course will provide the student with knowledge and understanding of the effect of the legal system on education. Areas included are the constitutional framework of public education and individual rights, a survey of federal and state laws and regulations, case law, as well as tort, contract and district liability.

ED 507 Supervision and Building Management: This course introduces the student to theories, knowledge, skills, and research findings concerning supervision in the school. Topics include the nature of supervision, selection of personnel, evaluation of personnel, and organizational theory. Learning methodology will emphasize both individual and collaborative group activities and will include case study analysis, discussion and classroom presentations. This course requires 45 hours of internship activities related to school supervision.

ED 508 Educational Media Relations: A course in creating effective media relations instruments. The student will develop a variety of projects based on multiple cases in school public relations. Topics include public relations policy, recognition of community structure and communications channels, a survey of internal and external public, the use of various forms of presentations and maintenance of a positive relationship with the press and media.

ED 509 Facilities Analysis and Design: This course will introduce the student to the strategies and skills necessary to plan and maintain educational facilities effectively and economically. Topics include space evaluation, effective use of space for the instructional program, modernization of facilities, planning strategies to meet the educational and community needs, supervision of building personnel and job descriptions of personnel.

ED 510 Design of Effective Curriculum: A course that will assist the student in constructing effective curriculums to be implemented in schools with the goal of improved standardized test scores. The course will also focus on school improvement, successful models of district/building effort to improve student academic performance.

ED 511 Research in Educational Administration: The course will focus on a study of statistical concepts and assist the student to analyze and use relevant research to improve the school setting. The student will investigate the basic nature of educational research, along with methods of data collection and analysis. Emphasis will be placed on research problems, designs, and findings in the student's selected area of emphasis.

ED 512 Internship I: A course designed to provide the prospective school leader with hands-on training in an administrative setting in a school at the instructional level of choice. The student will spend at least 150 hours participating in the activities of a building administrator, under the guidance of the professor and an active principal. A log of the hours will be required at the end of the course.

ED 513 Internship II: A course designed to provide the prospective school leader with hands-on training in an administrative setting in a school at the instructional level of choice. The student will spend at least 150 hours participating in the activities of a building administrator, under the guidance of the professor and an active principal. A log of the hours will be required at the end of the course.

State Standards for School Leaders:

Standard 1: Visionary Leadership-the Principal as the Visionary Leader develops and implements a vision for the school to guide the learning of all students.

Standard 2: Instructional Leadership-the Principal as the Instructional Leader ensures a guaranteed and viable curriculum, guarantees effective instruction practice, coordinates the use of effective assessments and promotes professional learning.

Standard 3: Managerial Leader-the Principal as the Managerial Leader implements the operational system, oversees personnel and ensures the equitable and strategic use of resources.

Standard 4: Relational Leader-the Principal as the Relational Leader interacts professionally with students, staff, family, and the community.

Standard 5: Innovative Leader-the Principal as the Innovative Leader continues professional growth, actively engages in reflective practice and applies new knowledge and understanding to drive appropriate change.

PSEL Standards-Professional Standards for Educational Leaders (National Policy Board for Educational Administration)

Standard 1: Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 2: Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Standard 3: Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 4: Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5: Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6: Professional Capacity for School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7: Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 8: Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Standard 9: Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

State Certification Requirements:

Complete an educational administration program through a Missouri institution that is approved by the Missouri Department of Elementary and Secondary Education.

The applicant must have a recommendation for certification from the designated official for educational administration at the college or university where the program was completed.

The applicant must also obtain Missouri's passing scores on the appropriate assessments.

Assessments required:

Missouri Performance Assessment-scored at the college or university.

Building-Level Administrator Principal Test: candidates seeking certification will be required to take and pass the 080 Building-Level Administrator test.

Field Experience-Internship hours will take place during course work in the program.

The following are ideas for hours and a log form to be utilized.

Many of a student's internship hours will be logged in specific classes as a result of completing coursework related to the 5 Domains and state certification requirements such as the performance assessment. Below is a list of other ways to secure internship hours.

Visionary Leader • Facilitate review and revision of Student Handbook • Work with School Improvement Plan, grade-level goals, etc. • Work with New Teacher Program • Analyze district report card/building report • Work with Curriculum Alignment and Standards, Curriculum

Assessment, and/or Curriculum Development • Facilitate review and revision of school mission and vision • Serve on a committee addressing standards, assessments.

Instructional Leader • Work on building-wide discipline plans or academic guidelines • Assist with grade level/course level common assessment development • Work with ELL students • Facilitate instructional materials selection process • Learn more about the role of principal as Instructional Leader • Develop and model portfolios for teachers • Review IEPs • Attend workshops, seminars, conferences for instructional leaders • Learn about instructional leader strategies • Review the school evacuation plan • Review the process of evaluating school personnel • Review the role of the principal in personnel management and supervision • Observe or participate in “walk-through” or “look-for” supervision • Create building-level study teams or book groups.

Managerial Leader • Plan and supervise student activities • Attend and plan a student orientation • Review the district policy/building procedure handbook • Create a scheduling plan for the building • Interview new teacher candidates • Create/revise/review recruitment and retention plan • Participate in induction of new teachers • Track discipline referrals and analyze for improvement • Review/revise teacher handbook • Learn about the principal’s role in food service and transportation service • Plan and conduct a faculty meeting • Attend a Board of Education meeting • Assist with the school crisis plan • Review Fire Marshall reports/fire and disaster drill records • Review insurance audit of building • Review building safety procedures and guidelines • Collaborate on budget decision-making • Become familiar with accreditation requirements, schedule, etc. • Attend Administrative Team Meetings in the district • Review the district’s code of ethics • Study enrollment projections • Attend in-service training for district teachers • Talk to the principal to learn more about budgeting, after school programs, food services, custodial services, counseling services, library services, etc. • Review technology use policy and offer suggestions for improvement.

Relational Leader • Recognize those showing character • Celebrate diversity in the school • Work with community relations • Participate in organizing parent conferences • Analyze how the school works with diverse populations • Study board/administration relationships and school/community relationships • Visit alternative school setting in district or another district • Coordinate monthly student recognition and or teacher recognition • Submit local newspaper articles highlighting student achievement • Survey parents about school policies and procedures • Facilitate community agency assistance to students and families • Share character education information with local media • Involve students in community service events • Work with district public relations office 25 • Identify stakeholder groups within the district • Provide multilingual newsletters and other school communications • Provide opportunities for speakers/programs for parents • Track number of referrals of students and families to community agencies • Meet with office staff, business staff, maintenance staff, grounds, custodial, etc. • Attend parent advisory committee meetings.

Innovative Leader • Create building staff development opportunities • Create/review/revise building staff development plan • Assisting with planning building/district professional development • Lead in-service, professional development, etc. • Become an active member of a state or national organization • Visit with DESE supervisors about specific programs such as transportation, Chapter I, At-Risk, etc. • Attend administrative conference or workshop • Revise and maintain a yearly comprehensive professional growth plan • Visit with DFS staff about school attendance requirements, child abuse, and services available • Visit with law enforcement officials concerning legal issues in dealing with juveniles • Visit with county health officials about services available • Serve on a district or building-wide focus group, book study, strategic planning, etc. • Review the use of technology in administrative functions • Research and provide staff with professional reading material • Work to improve the school website and social media presence • Establish/review/revise a character education program for the school • Plan assemblies that have role-plays and examples of good character • Analyze the use of technology throughout the school.

Internship Log:

You may construct an individual Log of your choosing however the following categories must be evident. The activity must have a brief description of what was completed.

Name	Date	Hours	Activity	Supervisor Signature

The following Evaluation Tool must be submitted at the conclusion of each internship (512, 513)

Graduate Program Evaluation:

MO Valley graduate program candidates are expected to model and be held accountable for the following professional attributes. These attributes refer to those “professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as administrators interact with students, colleagues, and communities.”

You will be evaluated using the following rating scale: 1=Unacceptable-the candidate does not have a grasp on the standard described, 2=Developing-the candidate’s knowledge for performance in this area is rudimentary and may perform satisfactory with support, 3=Basic-the candidate has a clear grasp of the standard and translates knowledge in to effective practice, 4=Proficient-the candidate shows advanced depth of knowledge of the standard and enriches student learning

Please have your internship supervisor complete this form and return to Dr. Rice at the conclusion of

the internship.

Graduate Student Name: _____

Professionalism	Rating
Regular and Punctual Attendance	
Completes assignments, projects and other work in a timely manner	
Responds positively to constructive feedback	
Proactively communicates with instructor/supervisor to address concerns	
Takes responsibility for own learning	
Demonstrates good time management skills	
Professional Appearance	
Expresses an opportunity (versus problem) approach to challenges	
Actively engage in reflective practice and apply knowledge and understanding to drive appropriate change	
Flexibility	Rating
Effectively implements operational systems, including policies and procedures for ensuring a safe, functional school environment	
Deals appropriately with less than ideal situations when necessary	

Understands how to oversee personnel, strategies for supervision, observing, and coaching teachers.	
Interpersonal and Communication Skills	Rating
Effectively expresses ideas in oral communication	
Effectively expresses his/her ideas in written communication	
Encourages others to participate and share their thoughts	
Respectively and actively listens to others	
Uses diplomacy and respectful language when addressing others	
Can disagree in a positive and constructive way	
Collaboration and Teamwork	Rating
Willingly contributes to group or team project work	
Willing to assume leadership role	
Understands how to promote ongoing professional learning	
Effectively communicates with team members	
Assumes personal responsibility for quality of final project product	
Demonstrates professional and positive relationships with stakeholders in the community	
Inclusiveness	Rating

Acceptance of diversity/differences	
Promotes the sharing of different perspectives and experiences	
Does not express or affect bias based on demographics such as gender, Race, religion, ethnicity or sexual orientation	
Demonstrates a belief that all students can learn	
Develop a vision for the school to guide learning for all students	
Total points	

Program Checklist for Graduation:

Completion of coursework

Successful completion of internship hours/log

Successful completion of Missouri Performance assessment

Successful completion of 072-Building-Level Administrator test

Completion of exit interview with the Director of the Master of Arts in Education Administration

Petition for Graduation

Name:

Address:

Phone:

Email:

Date degree work began:

Date degree work completed:

Date of completion of Internship hours:

Date/Score for the Missouri Performance Assessment:

Date/Score for 072-Building-Level Administrator Test:

Date of Exit Interview:

Date of Graduation:

Course Number	Course Title	Credit Hours	Term Completed	Grade