



BELLARMINE UNIVERSITY  
IN VERITATIS AMORE

# Educational Specialist Degree in Instructional Leadership and School Administration

The Annsley Frazier Thornton School of Education at Bellarmine University offers a principal certification preparation program for educators who already hold a master's degree in education. Students will receive an Educational Specialist Degree in Instructional Leadership and School Administration through participation in a best practice, research based curriculum with a practical field experience.

## **“Educator as Reflective Learner”**

With reflection at the core of effective leadership, the Educational Specialist in Instructional Leadership and School Administration (EdS) program strives to prepare principals who have the knowledge, skills, and dispositions to take the risks necessary to effect positive changes in schools so that all children and adolescents can be successful.

The goal of the EdS program is to develop principals who, by employing continuous reflection of their own practice, will use their expertise to improve student learning and achievement by working in formal and informal ways to augment the professional skills of colleagues, to strengthen the culture of the school through professional learning communities, and to improve the quality of instruction through data-based decision-making. Principal candidates in this program will be challenged to reflect continuously upon: leadership components, coaching and mentoring, analysis of assessment data to impact instruction, strategies for closing the achievement gap through instructional best practices, the need to address equity and diversity in schools, and collaborative efforts to include colleagues, parents, and the community in comprehensive efforts for school improvement. Principal candidates will promote the success of each student by ensuring a leader-driven management style that provides the resources necessary for a safe, efficient, and effective learning environment.

By employing continuous reflection, the aspiring principal candidate engages in authentic field

experiences directly impacting the improvement of P-12 student learning and achievement. Furthermore, the candidate collaborates with the professional learning community to strengthen the culture of the school and to improve the quality of instruction through data-based decision-making.

### **NCATE Accreditation**

All Bellarmine University Annsley Frazier Thornton School of Education teacher education programs at the advanced level recognized by the Kentucky Education Professional Standards Board are fully accredited by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036.

## **EDUCATIONAL SPECIALIST DEGREE IN INSTRUCTIONAL LEADERSHIP AND SCHOOL ADMINISTRATION**

Applicants for the Educational Specialist Degree must hold a valid Kentucky Provisional or Professional certificate or equivalent at the program level for which the individual is applying.

### **Summer Module I: 9 hours**

- EDAD 701** Leadership and the Role of the School Principal
- EDAD 702** Data Management and School Leadership: Using Data-driven Strategies to Retool the Instructional Program
- EDAD 703** The Human Resources Function of the Principalship
- EDAD 704** Field Experience – The Application of Foundational Leadership Skills

### **Fall Module II: 6 hours**

- EDAD 705** Leading and Administering the Elementary School
- EDAD 706** Field Experience: Exploring the Practice of Building-Level Leadership I

### **Spring Module III: 6 hours**

- EDAD 707** Leading and Administering the Secondary School
- EDAD 708** Field Experience: Exploring the Practice of Building-Level Leadership II

### **Summer Module IV: 9 hours**

- EDAD 709** Administrative Issues with Special Populations
- EDAD 710** Parents, Community and the Role of the School Principal
- EDAD 711** Financial, Legal and Ethical Responsibilities of the Principal
- EDAD 712** Field Experience – Applying Leadership Theories and Skills to the K-12 School Setting

## **Field Experience**

The field experience, comprising a total of eight credit hours earned over four semesters, is designed to give the participant school leadership experiences only available in a school context. Students are required to spend time before and after their regularly scheduled assignments, completing a series of tasks and experiences in elementary, middle and secondary settings. At least 25% of the 240 field experience hours required must be completed in grade levels outside the setting where the candidate is employed.

## **Seminars/Workshops**

Throughout the fall and spring terms, special topical seminars will be offered. These workshops will focus on topics specific to those hoping to practice in distinct settings such as a parochial school, the Bellarmine Center for Teaching Excellence and Leadership, or a setting with early childhood programs. In addition, extra expertise in school safety and crisis management, administering with technology, and other relevant topics will be addressed.

## **Delivery Model**

This program uses a cohort approach for scheduling. All participants must begin the program the first summer and follow it through the four terms. Students unable to do so would have to wait an entire year to pick up classes missed during a specific term.

## **Program Highlights**

- Participating in a program grounded in the ISLLC standards and KyCLS Dimensions
- Working in a collaborative partnership with local schools
- Learning relevant content through creative programming and a novel delivery system
- Overcoming the challenges of creating a work climate supportive of excellence in teaching and learning
- Gaining an understanding of the school as a complex organization
- Understanding the characteristics and challenges of the change process
- Exploring best practices of school leaders who are increasing student achievement
- Participating in four (4) semester field experiences grounded in the real work of school leaders
- Attaining Levels I principal certification and EdS in 14 months
- Working with a cohort of professionals in a community of learners
- Concentrating on instructional leadership in a high stakes environment
- Attaining knowledge and skills in safe schools and crisis management topics
- Infusing technology as a tool for the twenty-first century principal

## **LEVEL II CERTIFICATION**

(Required within five years of securing a job/position requiring an administrative certification.)

Candidates who have completed the EdS and Level I will be considered for Level II courses. Level II courses must be completed within five (5) years of receipt of initial certification (Level I). The six hours required include:

**EDAD 713** Creating a School Culture that Promotes High Levels of Student Learning (3 hrs)

**EDAD 714** Emerging Legal and Resource Management Issues for the Principalship (3 hrs)

### **PRIORITY APPLICATION DEADLINE**

Priority applications for the summer semester cohort should be submitted by April 28, 2017. Completed applications submitted after this date will be considered on a space available basis.

### **TUITION AND FEES**

This program allows a summer start only, typically in late May dependent upon local school district calendars. Summer 2017 tuition cost for the EdS program will be \$390 per credit hour for a total cost per class of \$1,170.

### **Funding Assistance**

School districts may apply tuition supports for this program, please contact your school district's personnel specialist. As a degree seeking student in the EdS program, students should be eligible for federally supported forms of student aid. Financial aid questions should be directed to the Financial Aid Office at Bellarmine University (finaid@bellarmine.edu or 502.272.7300).

### **ALTERNATIVE CERTIFICATION OPTION VI FOR PRINCIPAL CANDIDATES**

The Annsley Frazier Thornton School of Education at Bellarmine University has developed University-Based Alternative Certification (Option 6) for EdS Leadership/Administration – School Principal Certification (Level 1).

As stated in our agreement with the Kentucky Education Professional Standards Board (EPSB) pursuant to 16 KAR 9:080, the candidate pursuing this route must

- be fully admitted and enrolled in the EdS program.
- accepted an offer of employment as an assistant principal or principal.

The alternative certification option in the Instructional Leadership and School Administration Program requires candidates to complete 30 semester hours of work to meet Level I requirements and an additional 6 hours for Level II requirements. In addition, there are transition points for candidates,

providing an opportunity for formative assessment and/or modifications to the professional growth plan. Each candidate must complete 290 field experience hours distributed proportionally across the four semesters of the program.

Course work and field experience hours are informed by the principal preparation program's six anchors and a capstone project. As our candidates matriculate through the program, they are either working toward completion of an anchor or completing the anchor as part of the field-based experience. Each anchor, in part, informs the work the student will be doing on the capstone project.

The candidate participating in the alternative certification program (Option 6) will have, in addition to the above described traditional credit and field experience hours, responsibilities in the following general areas:

1. The Professional Growth Plan (PGP) for the alternative certification candidate will be developed in conjunction with the principal mentor and university mentor.
2. Review points for the Professional Growth Plan (PGP) will be conducted at each transition point with the mentoring principal and university mentor.
3. The 290 required field hours are spread across four (4) semesters in the following manner: Semester/Summer I (40 hours); Semester II – fall (105 hours); Semester III – spring (105 hours); Semester IV/Summer II (40 hours).
4. In addition to the monthly reporting through a reflective field journal, we will support the candidate through a series of site visits to the school observing leadership engagement or leadership through presentations. In addition to the eight visits the university mentor is scheduled to make for all candidates at the P-12 school, there will be an additional visit added per semester to observe the candidate in a leadership activity.
5. We have three transition points in the traditional instructional leadership program. With the alternative candidate that would be increased to four; one at the end of each semester. Additionally, there will be a mid-point transition meeting with the candidate, principal mentor and university mentor present (currently we do not officially meet with the candidate's principal mentor on each school visit). In addition to reviewing and making any adjustments to the PGP, another function of the meeting would be to review any and all candidate field experiences to date and suggest upcoming field-based experiences. (Level II of the alternative certification program has no proposed changes. For both the traditional route and the alternative route, Level I certification must be attained before pursuing completion of Level II certification.)
6. The capstone project currently is one that is instructionally focused. For the candidate seeking an alternative certification, the focus will be on one of the four themes as identified by EPSB: diversity, assessment, literacy or achievement gap.

The temporary provisional license is typically issued during the first semester of the EdS program (summer) and is issued for one year. Candidates must renew this license for one additional year to complete program requirements during the second summer semester. Candidates must take and pass the SLLA and KYPT exams as soon as possible during the renewal year. *The AFTSE reserves the right to withdraw recommendation for principal alternative certification if for whatever reason candidates are unable to meet these conditions.*

## **PROCEDURE FOR ADMISSION**

1. Complete the application at [www.bellarmino.edu/applynow](http://www.bellarmino.edu/applynow).
2. Submit a non-refundable application fee of \$40 (unless a Bellarmine alumna/e). If so, please use promo code: BUALUMFREE.
3. A current resume (Note: Three years of successful teaching experience in a P-12 setting with full teacher certification during those 3 years is required).
4. A copy of valid state issued Professional Teaching Certificate.
5. A previously completed master's degree is required with a preferred cumulative GPA of 3.50 from the advanced degree.
6. Final official transcript(s) from each college or university attended should be mailed to the Office of Graduate Admission and should not be marked "Issued to Student." If any transcript(s) or undergraduate degree(s) is from an international institution, you must provide an official copy to be evaluated by the Bellarmine International Programs Office. The Office of Graduate Admission reserves the right to request a certified copy of the original transcript(s).
7. Submit three online recommendations from individuals who are former professors or who have supervised the applicant in a school setting. One recommendation must come from the applicant's current principal/head teacher. All recommendations must be related to the professional environment.
8. Responses to the four essay questions included in the online application.
9. The Educational Autobiography (details included).
10. A collaborative interview between the applicant, a School of Education representative and appropriate school district personnel will be arranged. A successful interview is required for an admission decision.

## **CONTACT INFORMATION**

Sarah Shumway Schuble, Graduate Admission Officer

Office of Graduate Admission

502.272.8271 or 1.800.274.4723 x8271

[sshumway@bellarmine.edu](mailto:sshumway@bellarmine.edu)

## **INTERNATIONAL APPLICANTS**

**Please complete the items under Procedure for Admission and submit the following:**

Language Proficiency. All students are expected to have appropriate English-language proficiency to be admitted to the university. The language proficiency is required to ensure students are adequately prepared and well positioned to succeed.

Financial Affidavit. All applicants must provide credible evidence (e.g. a bank statement, letter on bank stationary attesting to the availability of funds, etc.) of the ability to fund the cost of attending Bellarmine University for one academic year. If funds are provided by another person on behalf of the student, an affidavit must accompany the financial information.

Proof of Passport. Scan of passport ID page must show validity for 6 months post completion of the program.

## **EDUCATIONAL AUTOBIOGRAPHY**

Using standard margins, double spacing, and 12-point font, complete an educational autobiography and personal goal statement. Include your own educational background and experiences from pre-school to graduate work; work experiences; a discussion of your strengths and weaknesses; factors leading to your decision to pursue certification as a school principal; your academic, intellectual, and professional objectives; and your commitment to your professional development at Bellarmine University. This document is an important part of the application review process. You should take great care to produce a thoughtfully planned and well written statement. Your work should be limited to 1000 words. Your completed work should be labeled Attachment C and include your name.

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*Bellarmino University admits qualified students of any age, gender, gender identity, sexual orientation, race, disability, color, religion, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of age, gender, gender identity, sexual orientation, race, disability, color, religion, or national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs. Bellarmine University will not tolerate any form of sexual misconduct, which includes, but is not limited to, sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, rape or retaliation arising out of any of the above acts, as more fully defined in the Bellarmine Sexual Discrimination and Misconduct Policy in the Student and Employee Handbooks. Bellarmine University is an equal opportunity employer.*

**6/13/2016**

