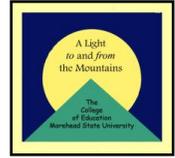




Professional Education Unit

Department of Foundational and Graduate Studies in Education
EDTL 601 - Leadership and Decision Making
Spring 2012



Dr. Patricia Watson
Floyd County Board of Education
Office Hours: By Appointment

Course Description:

This course provides foundational experience for all Teacher Leader graduate programs. The course explores the various forms of instructional leadership, the impact of leadership on student achievement, and develops knowledge and skills related to professionalism, organizational analysis, critical reflection, and planning. Central to this course is the analysis of multiple data sources to plan and implement strategies for improved student achievement.

Required Field Experience Hours: 34

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learner Outcomes (SLOs):

At the conclusion of this course masters' candidates will be able to do the following:

1. Describe various forms of instructional leadership and the impact of leadership on student achievement.
2. Have the knowledge and skills base related to professionalism, organizational analysis, critical reflection, and planning.
3. Be able to analyze multiple data sources to plan and implement strategies for improving student achievement. This analysis to include a variety of data types including individual-performance data (e.g., Individual Education Plan [IEP], classroom performance data, standardized assessments and school-performance).
4. Understand the impact of leadership on school culture and classroom climate.
5. Identify interests, career goals, major program projects, and related professional development experiences.
6. Begin to develop the skills necessary to be leaders in their schools and districts.
7. Identify internal and external data sources in a school setting.

Foundational and Graduate Studies in Education: Developing and Sustaining a Positive School Culture							
Assignments 1-10 Assignment Titles (Points) CFOs SLOs Field Work	Standards			Kentucky		Kentucky Core Academic Standards (KCAS)	EPSB Themes Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic diversity); Technology Literacy Education; School Safety Education
	ISLLC ¹	NCATE ²	TSSA ³	Dispositions	Dimensions & Functions		
A-1 Leaders in their Classroom, Schools, and Districts (100) CFO: 1,3,5 SLO: 1,4,6 Field Work: 3 Hours	1,2 4	1e 1f	1- 3	2,4 6	1.1 1.2 4.1 5.1 5.2 6.1	Core Standards All Disciplines	Diversity Technology
A-2 Examining School Practices (50) CFO: 1,2,4,5 SLO: 1,2,3,6 Field Work: 5 Hours	1-6	1e 1f 1g		1,3 7	1.2 2.2 3.4 5.1 6.1	Core Standards All Disciplines	Literacy

A-3 Preparing P-12 Students for the Next Level and Enhancing Instructional Design (50) CFO: 1,5 SLO: 2 Field Work: 2 Hours	2	1e		2,3 8	1.1 1.2 4.1	Core Standards All Disciplines	
A-4 Professional Growth/Graduate Program Plan (100) CFO: 1,3 SLO: 2,4,5 Field Work: 5 Hours	3-5	1g	3	5,7	3.4 4.2 4.3 5.1		
A-5 Leadership in Diverse Settings (100) CFO: 3,4,5 SLO: 3,4,6,7 Field Work: 3 Hours	4-6	1e 1f		1,7 8	3.3 4.1 4.3 5.1		Diversity
A-6 Collaboration with Colleagues, Parents, and Others (100) CFO: 1-5 SLO: 2,4,6 Field Work: 4 Hours	2,4	1f 1g		1,2 4,6 8	4.1- 4.3	Core Standards All Disciplines	
A-7 Assesses and Communicates Results (100) CFO: 1-5 SLO: 1-7 Field Work: 5 Hours	1-6	1e 1f 1g	1- 6	2-6 7	1.1 1.2 2.1 2.2 3.1- 3.4- 6.3	Core Standards All Disciplines	School Safety Literacy Diversity Technology
A-8 Evaluates Teaching and Implements Professional Development. (100) CFO: 2,4 SLO: 2,3 Field Work: 4 Hours	2,5	1e	2,3 5	3	2.1 2.2 3.4 5.2	Core Standards All Disciplines	

A-9 Reflects on and Evaluations Teaching and Learning (100) CFO: 1,3,5 SLO: 1,2,7	2	1e		2	1.1 1.2	Core Standards All Disciplines	Literacy
A-10 Critical Performance 200) CFO: 1-5 SLO: 1-7 Field Work: 5 Hours	1-6	1e 1f 1g	1-5	1-8	1.1-6.3	Core Standards All Disciplines	Diversity Technology Literacy

Course Activities & Related Assessment Procedures:

Foundational to the following activities and assessments is the understanding that the candidate will use their own classroom, school, and district in identifying, evaluating, implementing and evaluating the activities. Furthermore active involvement of principals, instructional supervisors, and other teacher leaders in the school and district to provide coaching and mentoring will help ensure the professional growth of the candidate and the long-term, positive influence the candidate will have on the classroom, school, and district. **Please notice that the following ten (10) activities are embedded in the total assignment (16) spread sheet that follows.**

- 1. Leaders in their Classroom, Schools, and Districts.** Candidates will explore the domain of leadership, and how it impacts decision making in the school, district, community, and the profession. Guiding questions include: (1) What does teacher leadership mean for the larger domain outside the classroom? (2) In working with colleagues, parents, administrators, and other partners? (3) For the school and district? Candidates will interview a student, parent, principal, district level administrator, and a community leader, and then develop a graphic presentation that captures what a school should be, including each of the stakeholder perspectives. Candidates will produce a presentation (e.g. PowerPoint, podcast, video) that outlines the array of stakeholders that a teacher leader impacts, and what leadership ‘core values’ are non-negotiables in an ethically-driven, student-centered school community. Candidates will then use the presentation to inform educators’ practice (e.g. SBDM council meeting, PLC, grade-alike meeting, etc.). (100 points)
- 2. Examining School Practices.** The document *Standards and Indicators for School Improvement (SISI)* will be discussed to introduce/reinforce the Standards by which Kentucky public schools are audited and improvement plans developed. Using their own school (or one with which they’re familiar), candidates will select one of the Standards, gather and evaluate available data, and assign a performance rating for each Indicator for

that Standard. For Indicators that are assigned a one or two, candidates will identify (at least) two potential strategies to raise the performance level. For Indicators that are assigned a three or four performance level, candidates will identify two practices present in the school to support the assigned rating. Candidates will use their work to inform practice either in their classroom or school and provide a reflection that includes specific examples of how their analysis informed practice. Specific examples may include changes in the candidate's instructional strategies, revision of SBDM policies, Professional Learning Community activities, review of school schedule, etc. (50 points)

3. **Preparing P-12 Students for the Next Level and Enhancing Instructional Design.** Using the Program of Studies, Core Content for Assessment and college readiness standards (for candidates at the secondary level), candidates will conduct a vertical analysis of their school's curricula. Guiding questions include: (1) What steps have been taken to ensure that the course content for the grade levels preceding the level at which I teach adequately prepare students? (2) How does the course content at the grade level at which I teach align with the course content at the subsequent grade level? Candidates will select one content area and analyze or develop curriculum maps within their school. Candidates will provide evidence that this analysis has been shared with task-alike peers, noting areas of appropriate alignment and areas that need revision. (50 points)
4. **Professional Growth/Graduate Program Plan.** Using the growth plan developed at the school district level and a self-analysis that focuses on professional career goals, candidates will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan. In the development of this plan, each candidate will document how they have consulted with university professors, their principal, and district leadership, and have integrated the input from each of these individuals into their individual plan. See Appendix A for more information. (100 points)
5. **Leadership in Diverse Settings.** Candidates will compare and contrast policies, practices, and procedures with a classroom or school that has a student population different than their own. The difference must be at least half or double the identified demographic. For example, if the identified demographic is SES, if a candidate is in a school where 30% of the students are on free/reduced lunch, the candidate may select a school that has either 15% (or less) or 60% (or more) free/reduced lunch. If the demographic is the sex of the students, a candidate in a mixed-sex classroom may select a single sex classroom. Candidates will use research that focuses on improved student achievement (e.g. effective schools' research, single-sex classroom, ethnic inclusion) and compare/contrast practices in the two schools selected. (100 points)
6. **Collaboration with Colleagues, Parents, and Others.** To better understand the importance of developing professional relationships in the school and larger community, candidates will:

- a. Role play typical school scenarios that involve a disagreement between two or more parties, and that require a 'win, win' understanding of conflict resolution. This will include Covey's 'Seven Habits' graphic, and a discussion of what Covey means by always seeking 'the third answer'.
- b. Complete a culture audit of their school, and report their findings to the class and the school's SBDM council. For schools with cultural audits less than a year old, candidates will complete a case study analyzing if changes have been made as a result of the last audit.
- c. Research professional learning communities (PLC), finding both positive and negative aspects of the PLC structure. If an effective professional learning community is not present in the candidate's school, candidates visit a school that has been trained in effective use of professional learning communities and develop strategies for implementation in their own school. Development (if not present), participation, and leading of PLC's will be an on-going expectation for candidates throughout the TL program.
- d. Develop a sample district plan that focuses on emotional intelligence training, effective teams, trust, and authentic communication. The plan will be shared with district leadership.

Guiding questions include: (1) What role does the teacher leader play in developing professional relationships with other stakeholders? (2) What is the teacher leader's role in professional learning communities? (3) How can the teacher leader encourage stronger relationship between the school and the home? (100 points)

7. **Assesses and Communicates Results.** Using all relevant data, each candidate will develop a systematic SWOT analysis of their classroom, school, or district. This analysis must be situated within an ecological analysis of the various forces impacting American education and conclude with recommendations for improvement. The candidate will present the results of the data to either a professional learning community, SBDM council, school-based committee, or a similar group. (100 points)
8. **Evaluates Teaching and Implements Professional Development.** Critical to the improvement of instructional delivery is the ability to evaluate teaching and design activities to improve student learning. Candidates will share classroom assessments they have developed and the results of those assessments (e.g. student scores--without identifying individual students), what the candidates did as a result to the assessments, and reflections based on the assessment. The candidate's peers (other candidates) will provide feedback following a prescribed feedback process (e.g. tuning protocol, critical friend, etc.). The candidates will then develop and implement professional development using the data gathered from the self-reflections and peer assessments. (100 points)

9. **Reflects on and Evaluates Teaching & Learning.** Candidates will complete a Teacher Work Sample (TWS) and share the results with at least one other colleague at their school. (100 points)

10. **Critical Performance.** (200 points)

Working in their own school (or in a school with which they're very familiar) with the principal and/or professional development committee, candidates will develop a personal and school-wide professional development plan. These should include the following:

- Analysis of results of (at least) the last three years of state-mandated assessments (CATS). This analysis should include the areas students tend to perform best and a discussion linking the student achievement to specific practices, policies, programs, etc., within the school. Further, the analysis should include the areas students tend to perform weakest.
- Disaggregation of state-mandated (CATS) data to reflect how sub-populations (e.g. male/female, SES levels, ethnicity) perform.
- Synthesis of at least three additional data sources (e.g. scholastic audits, culture & climate surveys, school improvement plans [current and 2 preceding plans], implementation & impact checks, professional development plan, school technology plan). This synthesis should include the candidate's perceptions of what's working and what may need to be changed.
- Identification of resources needed for the professional development (to include financial, human, and time).
- An evaluation plan to gauge the level of success of the professional development plan.

Assignment/Assessment Descriptions:

Foundational and Graduate Studies in Education: EDTL 601—Leadership and Decision Making	
Assessments/Dates/Points	Description (candidates are to use 'discussion board' on Blackboard for posting reflections, taking part in online discussions, and in completing all assignments/assessments)
Note: This document includes the ten activities listed above.	
<i>EDTL 601—A1</i> Week 1 (Jan. 11-15) Personal biographical info	Post your 'bio' here, so we all can get to know others who are in this class. *Please mail or turn in the required paperwork for this course by Friday, Jan. 22. See syllabus attachments. Important: The 'face to face' session 1 is scheduled for Thursday, Jan. 14, 5 to 6:30 PM in Ginger Hall 406. We will use this time to go over details of the course, and

(25)	discussed by the group during this session.
<i>EDTL 601 A-6</i> Week 6 (Feb. 15-19) (50)	Preparing P-12 Students for the Next Level See course activity 3. Post your curriculum vertical analysis here, and as always, reply to at least two other posts.
<i>EDTL 601 A-7</i> Week 7 (Feb. 22-26)	'Rest and Renewal' Read the attached article, and discuss. No other assignment this week.
<i>EDTL 601 A-8</i> Week 8 (March 1-5) (100)	Professional Growth/Graduate Program Plan Complete course activity 4, post here, and reply to at least two other posts.
<i>EDTL 601 A-9</i> Week 9 (March 8-12) (100)	Leadership in Diverse Settings Course activity 5--same format. *Candidates will need to actually visit another school for this assignment. E-mail or phone interviews without a physical visit will not suffice.
<i>EDTL 601 A-10</i> Week 10 (March 15-19) (100)	Collaboration With Colleagues, Parents, and Other Stakeholders Course Activity 6. *Two weeks for this assignment if needed.
<i>EDTL 601 A-11</i> Week 11 (March 22-26) (25)	On campus session 3 Sharing of projects, discussion of literature review from this semester, other items.
<i>EDTL 601 A-12</i> Week 12 (March 29-April 2) (100)	Assessing and Communicating Results Course Activity 7.
<i>EDTL 601 A-13</i> Week 13 (April 5-9) (100)	Evaluating Teaching and Implementing Professional Development Course activity 8.
<i>EDTL 601 A-14</i> Week 14 (April 12-16)	Reflecting on Teaching and Learning Course activity 9.

(100)	
EDTL 601 A-15 Week 15 (April 19-23) (25)	On campus session 4 Read Heart to Heart: Awakenings (first half) Course activity 10: Critical Performance. *Begin your prep for the final draft of this project.
EDTL 601 A-15, part 2 (April 26-30) (25)	Complete the Heart to Heart book, and discuss on Bb. As always, reply to at least two other posts.
EDTL 601 A-16 Week 16 (May 3-7) (200)	Final Project Due (Thurs. noon)
Attendance/Work Completed On Time/Support of the Group	Weekly assignments will be reviewed by the instructor, with scores and feedback given promptly. Late work does affect the weekly grade, and your overall tendencies in the area of promptness and also attendance will be factored into the final grade for the semester. Last minute work or absence from on campus sessions affects the quality of your group's dynamics and flow of the course.
Assigned Readings/Discussions/Reflections	Assigned readings and forum discussions are an integral part of this course.

* All online work is due no later than noon Wednesday of each week.

Grading Scale:

1080 -- 1200	A
960--1080	B
840--960	C
720--840	D
< 720	E

Suggested Resources:

Arbinger Institute. 2000. *Leadership and Self-Deception*. San Francisco: Berrett-Koehler.

Bakke, D. W. 2005. *Joy at Work*. Seattle: PVG.

Blanchard, K., and S. Johnson. 1981. *The One Minute Manager*. New York: William Morrow And Company, Inc.

Bradberry, T., and J. Greaves. 2003. *The Emotional Intelligence Quick Book*. New York: Fireside.

Covey, S.R. 1989. *The 7 Habits of Highly Effective People*. New York: Simon & Schuster.

DuFour, R., and R. Eaker. 1998. *Professional Learning Communities at Work*. Bloomington, Indiana: National Testing Service.

Finzel, H. 1994. *The Top Ten Mistakes Leaders Make*. Colorado Springs, Colorado: Cook Communications

Fullan, M. 2001. *Leading in a Culture of Change*. San Francisco: Jossey-Bass.

Greenleaf, R.K. 1977. *Servant Leadership—A Journey into the Nature of Legitimate Power & Greatness*. Mahwah, New Jersey: Paulist Press.

Harvard Business School Press. 2006. *Coaching People*. Boston, Massachusetts.

Harvard Business School Press. 2006. *Giving Feedback*. Boston, Massachusetts.

Holcomb, E.L. 1996. *Asking the Right Questions*. Thousand Oaks, California: Corwin Press, Inc.

Lencioni, P. 2002. *The Five Dysfunctions of a Team*. San Francisco: Jossey-Bass.

Palmer, P. 2007. *The Courage to Teach*. San Francisco: Jossey-Bass.

Rath, T. 2007. *Strengths Finder 2.0*. New York: Gallup Press.

Sergiovanni, T.J. 2005. *Strengthening the Heartbeat*. San Francisco: Jossey-Bass.

School, District, and State Resources:

- Kentucky’s Core Content for Assessment
- Kentucky’s Program of Studies
- Kentucky School Council Guidelines/Policies (KASC resources)
- Kentucky’s Scholastic Indicators for School Improvement (SISI--2008 version)
- Sample Scholastic Audit from Kentucky Department of Education
- School and District Assessment Data (CATS, NCLB, ACT, college readiness standards, and other assessment data)
- School Consolidated Improvement Plan (I and I checks, other data)
- School Culture and Climate Surveys (Effective Schools, and/or other)
- School District Improvement Plan
- School/District Curriculum Documents (Including master schedules, co-curricular and extra-curricular menu of services)
- School/District Professional Development Plans
- School/District Technology Plan
- School/District Special Education and Title I Data

Submitting Assignments:

When submitting assignments please note the following: Assignments should be submitted on Blackboard no later than **NOON** on the day they're due (Wednesday).

Attendance:

This is a hybrid course, with substantial on-line work required. It is STRONGLY encouraged that students adhere to the timeline when submitting assignments. This has a two-fold purpose. First of all, assignments cannot receive the maximum points possible unless they are submitted by the due date. Secondly, submitting assignments on time is a reflection of the student's ability to adhere to deadlines (an important characteristic for leaders) and it prevents the student from being overwhelmed, trying to complete too many assignments at the last minute.

Makeup Work Policy:

Work must be completed on time to receive consideration for the maximum number of points available. If assignments are not completed by the due dates, students are still encouraged to submit completed work for partial credit. *Please notify the instructor in advance if for some reason work cannot be submitted by the time and date it is due. Arrangements will be made for extenuating circumstances. *In rare instances, students will fall behind for more than one week, leaving out several assignment responsibilities. In these circumstances, it may be necessary to drop the course, take an "I" for the semester, or complete a comprehensive executive summary project for the professor to validate that the student has grasped the material that the other students have mastered in the course.

Academic Honesty:

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA):

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of

Academic and Career Services, 223 Allie Young Hall, 606-783-5188,
www.moreheadstate.edu/acs/

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

Library Resources:

In addition to what is available in the campus library, students can access online information sources through the MSU Camden-Carroll Library Services homepage at <http://www.morehead-st.edu/units/library>. These resources include a variety of full-text databases that provide complete article texts from thousands of journals, magazines, and newspapers. Access to all databases is permitted through: At the top of the Search page, click on “Patron” and enter your Social Security number and Last Name. If your name, address or telephone number listed there are incorrect, please call Access Services at (606) 783-5490.

Standards and Indicators for School Improvement (SISI):

I. ACADEMIC PERFORMANCE

- 1. Curriculum** – The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- 2. Classroom Evaluation/Assessment** – The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- 3. Instruction** – The school’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

II. LEARNING ENVIRONMENT

- 4. School Culture** – The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- 5. Student, Family, and Community Support** – The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.
- 6. Professional Growth, Development and Evaluation** – The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

III. EFFICIENCY

- 7. Leadership** – School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.
- 8. Organizational Structure and Resources** – The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.
- 9. Comprehensive and Effective Planning** – The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

MOREHEAD STATE UNIVERSITY

Foundational and Graduate Studies in Education
Spring, 2010
EDTL 601—Leadership and Decision Making

INITIAL EACH STATEMENT INDICATING THAT YOU’VE READ THE STATEMENT AND UNDERSTAND IT. PLEASE SIGN, DATE, AND RETURN THE ENTIRE FORM TO THE ADDRESS SHOWN BELOW.

- _____ 1. I have read the entire syllabus.
- _____ 2. I am aware of the course expectations, requirements for the course, and dates and time assignments are due.
- _____ 3. I have checked my e-mail address found in Blackboard and have either corrected it, or verified that it’s correct.
- _____ 4. I am aware that I have a MSU e-mail account, that MSU periodically sends important messages via e-mail, and I agree to check my MSU e-mail account at least once per week.
- _____ 5. I understand MSU’s plagiarism policy, what constitutes plagiarism, and that students caught plagiarizing will not be recommended for program completion. (Please read the course syllabus and contact the course instructor for additional information).

Student’s Signature

Date Signed

Please return entire form no later than second week of class to:

Rocky Wallace, Morehead State University, GH 501 Morehead, Ky. 40351



Professional Growth/Graduate Program Plan

Candidate's Name (printed) _____

School & district in which candidate will complete TL activities _____

Goals from candidate's Individual Growth Plan (IGP) developed at the school/district level.

1. _____

2. _____

3. _____

Candidate's career goals

1. _____

2. _____

3. _____

Area of specialization (Selected area of specialization must fit into the candidates IGP, career, and professional goals. Candidates and their advisor will sign the curriculum map for the area of specialization. Curriculum maps provide more detail for each area of specialization.)

Briefly describe how the Teacher Leader program will help you develop as a teacher leader.

The Teacher Leader program has six core courses listed below. Following each course title, briefly describe how you anticipate the course will help you develop as a teacher leader.

1. Leadership and Decision-Making _____

2. Education in Context _____

3. Research and Teacher Leadership _____

4. Developmental Analysis of Learning _____

5. Collaboration for Teachers _____

6. Curriculum and Instructional Design _____

How does the TL program help meet your professional development needs? _____

At its heart of Morehead State University's Teacher Leader Program is the desire to develop the educational leadership skills of program participants and improve the learning of the PreK – 12 students the participants serve. To help ensure this goal is met, program participants must be provided opportunities to see effective educators at work and when appropriate, lead activities designed to increase student achievement. Signatures below indicate support for the candidate to participate in MSU's Teacher Leader program and related program activities. These activities will include opportunities designed to foster the leadership skills among its participants and may include leading school-based committees, developing PD for professional learning communities, leading task-alike improvement initiatives, etc. The extent to which participants are able to participate in these activities is determined at the school level.

Candidate's Signature _____ Date _____

Name of School and District (printed) _____

School official's name (printed) _____

School official's signature _____ Date _____

MSU advisor's name (printed) _____

MSU advisor's signature _____ Date _____