Application for Regional Partnership for Principal Preparation - Cohort 9 Henderson Campus

Due March 1, 2013 to the following address:
ELC Department
ATTN: Robert Lyons
3101 Alexander Hall
Murray, KY 42071

Applicant Checklist
___ Completed Application
___ Current Resume
____ Leadership Autobiography
____ Instructional Best Practices
____ Two Letter of Recommendation & Forms*
____ Copy of GRE

***These should be submitted in a sealed envelope.**

Partnership Cohort 9 Application

1. Personal Information		
	Name:	Date:
	Address:	City, Zip:
	E-mail:	
	School:	
	Grade/Subject Taught:	
2. Educational History	**Degrees/Certificates Earned**	**College/ University**
	Bachelor's:	
	Master's	
	Other Graduate:	
In the space below, please indicate any graduate hours that you have earned through any accredited college or university that are related to school administration.		

3. Attach Current Resume

4. Leadership Autobiography

Consider your development as a leader and describe in narrative form (limit 750 words) what you see as strengths and weakness of your leadership abilities. Include a description of how you would lead school improvement.

5. Description of Instructional Best Practices

Reflect on best practices in curriculum, instruction and assessment practices and describe how you have implemented best practices in your classroom and assisted in implementation school-wide, as applicable.

6. GRE

Please include a photocopy of your GRE results.

7. Recommendation Forms

Submit a letter of recommendation and the rating form as completed by your principal and a colleague. The letter of recommendation MUST address your potential to lead school improvement efforts, and should include a description of any experiences you have had thus far. These materials should be in a sealed envelope and mailed directly to MSU or included in the application packet in a sealed envelope.

Regional Partnership for Principal Preparation
Recommendation Form - Return with Letter of Recommendation

Name of Applicant:_____

Person Recommending: _____ Current Position: _____

Please circle the number that corresponds with the best descriptor of the candidate's credentials.

1. Professionalism

1	2 3 4	5 6 7	8 9	10
Major concerns about candidate's ability to complete the academic program	Some concerns about candidate's ability/ willingness to ever become a principal	Candidate will probably accept a principal position, but not sure if it will be right away nor how long s/he will remain in the position	Candidate seems committed to becoming a principal upon completion of the program, but not necessarily in a high-need school	Candidate is totally committed to becoming a principal upon completion of the program in a high-need school

Comments:

1	2 3 4	5 6 7	8 9	10
Candidate seems unable/ unwilling to give the necessary energy required for the position	Candidate has an unrealistic understanding of demands and time needed for the position	Candidate understands some of the routine demands of the position, but not the time needed to do job	Candidate understands the demands of the position and is eager to try to give enough energy to the post	Candidate understands the demands upon the work life of the position and is able to provide energy to the post

Comments:

1	2 3 4	5 6 7	8 9	10
Candidate has a history of alienating parents and/or community members	Candidate has little/no experience seeking support from parents and/or the community	Candidate has average experience soliciting parent and community support	Candidate has a proven ability to solicit parent support but average in the community arena	Candidate has a proven ability to solicit parent and community support

Comments:

2. Instructional and Managerial Leadership

1	2 3 4	5 6 7	8 9	10
Candidate makes frequent errors matching teaching style with student learning ability level	Candidate has attempted teaching students with similar levels of learning abilities	Candidate has demonstrated success teaching students with similar learning abilities	Candidate has demonstrated success teaching students with similar learning abilities and attempted with varying levels of learning abilities	Candidate has demonstrated success teaching students with varying levels of learning abilities

Comments:

1	2 3 4	5 6 7	8 9	10
Candidate has not expressed knowledge or understanding of how to foster safe, orderly, or equitable learning environments	Candidate has knowledge of principles and issues relating to school safety and security	Candidate has demonstrated ability to foster a safe learning environment in her/his classroom	Candidate has demonstrated ability to foster safe and orderly learning environments in her/his classroom	Candidate has built a school/ classroom culture which demonstrates ability to foster safe, orderly, and equitable learning environments

Comments:

1	2 3 4	5 6 7	8 9	10
Candidate does not express a clear vision or direction for school initiatives	Candidate has an end goal for school initiatives but vague plans for accomplishment of the goal	Candidate has an end goal and clear plans but no measure of success delineated	Candidate has a clear vision and a measurable end goal	Candidate has a clear vision and can discuss a specific measurable and meaningful goal s/he has led to accomplishment

Comments:

1	2 3 4	5 6 7	8 9	10
Candidate unable/unwilling to communicate with and motivate others in controversy	Candidate is able to communicate with and influence multiple audiences (teachers, staff, and students) by demanding one-sided allegiances	Candidate has an average ability to communicate with and influence sections of a school community given enough time and/or resources	Candidate is able to communicate with and influence students by building collaborative processes, but little/no experience with other audiences	Candidate is able to communicate with and influence multiple audiences (teachers, staff, and students) by building collaborative processes

Comments:

1	2 3 4	5 6 7	8 9	10
Candidate is unable to plan or allocate resources to remove barriers to learning	Candidate has expressed interest in learning how to plan and allocate resources to remove barriers to learning	Candidate has theoretical knowledge of how to plan and allocate resources to remove barriers to learning	Candidate is able to plan resources to remove barriers to learning, but no experience allocating resources	Candidate is able to successfully plan and allocate resources to remove barriers to student learning

Comments:

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Candidate has no evidence of school leadership experience	Candidate proved successful in the one leadership experience that was assigned and required by supervisor	Candidate has evidenced success at multiple supervisor-assigned leadership experiences	Candidate has evidenced success at multiple supervisor-assigned leadership experiences and one self-initiated leadership experience	Candidate has evidenced success at multiple self-initiated and substantial leadership experiences (e.g., SBDM, Dept. Chair, Team Leader, Curriculum Coord., Natl. Bd.)

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Candidate doesn't see setting performance expectations as part of the principal's job	Candidate is able to maintain current performance levels for the teachers, staff, and students	Candidate sees need for high performance expectations but doesn't know how to create them for teachers, staff, and students	Candidate is able to create high performance expectations for students but not for teachers or staff	Candidate is able to create high performance expectations for the teachers, staff, and students

Comments:

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Candidate needs to be taught how to disaggregate data for use in decision making to meet the needs of a diverse population and incorporate the data into the school's plan	Candidate has rudimentary knowledge of how to disaggregate data for use in decision making to meet the needs of a diverse population in relation to the school's plan	Candidate has average knowledge of how to disaggregate data for use in decision making to meet the needs of a diverse population in relation to the school's plan	Candidate is able to disaggregate data for use in decision making to meet the needs of a diverse population but needs more experience on how to incorporate the data into the school's plan	Candidate is able to disaggregate data for use in decision making to meet the needs of a diverse population and incorporate the data into the school's plan

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Candidate needs to be taught how to monitor organizational performance and modify structures to match the school's improvement agenda	Candidate has rudimentary knowledge of how to monitor organizational performance in relation to the school's improvement agenda	Candidate has average knowledge of how to monitor organizational performance and modify structures to match the school's improvement agenda	Candidate knows how to monitor performance but needs more experience on how to modify structures to match the school's improvement agenda	Candidate knows how to monitor organizational performance and modify structures to match the school's improvement agenda

Comments:

Signature: _____Date_____

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