



Board of School Administrators (BOSA)
Licensing Accreditation Review Visit

June 23 to 25, 2021

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WINONA STATE UNIVERSITY

LEADERSHIP EDUCATION

Continuing Approval Program Review

Minnesota Rule 3512.2500

Leadership Education Department, College of Education, Winona State University

April 1, 2021

In compliance with Minnesota Rule 3512.2500 for program licensure requirements for K-12 Principals and Superintendents, this document and related evidence has been prepared for the Minnesota Board of School Administrators' continuing program review of Winona State University's educational leadership licensure programs.

The previous review by the Minnesota Board of School Administrators was in spring 2015.

Organization of this document is in alignment the Requirements for Continuous Review of the University Licensure Preparation Program checklist for the reviewers.

For efficiency of verification of evidence, selected artifacts are available in a shared drive made available for the review team. An electronic copy of the WSU self-study report has been provided to the Minnesota Board of School Administrators office and to the dean of the College of Education, the Provost's office, and President's office. The Leadership Education Department retains both an electronic and paper version of this report and related documents.

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Introduction

History

Winona State University (WSU) was founded in 1858 when the first Minnesota State Legislature established normal schools “to prepare teachers for the common schools of the state.” Classes began in 1860. In 1921, the institution was authorized to grant bachelor’s degrees. Today, WSU is organized into five colleges: Business, Education, Liberal Arts, Nursing and Health Sciences, Science and Engineering. Approximately 6408 undergraduate and 716 graduate students currently attend WSU.

Winona State University’s Mission Statement

Our mission is to enhance the intellectual, social, cultural, and economic vitality of the people and communities we serve.

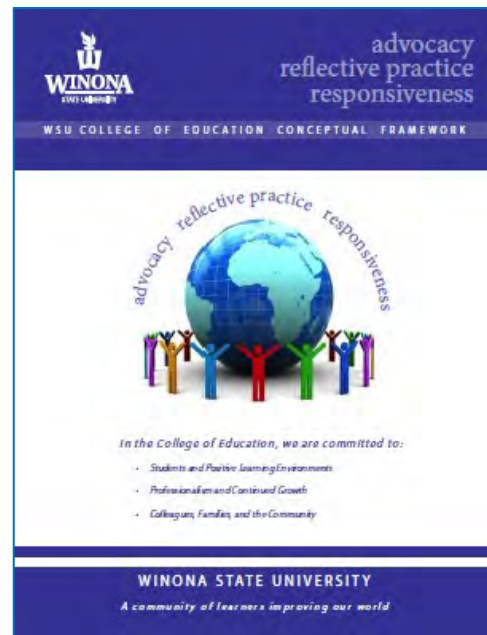
We prepare our graduates to serve generously, lead responsibly and respond imaginatively and creatively to the challenges of their work, their lives and their communities.

A community of learners improving our world.

WSU’s Professional Education Unit’s Core Beliefs (this includes our educational mission for the College of Education and our teacher preparation programs)

We exist to prepare professionals to continuously improve student learning in twenty-first century schools. Through a continuum of clinical experiences and relevant and appropriate instructional methods, WSU graduates are prepared in a community of learners with developmentally appropriate content and pedagogical expertise, and professional dispositions to improve students’ learning by:

1. actively engaging in a culture of reflective practice and continuous improvement;
2. demonstrating awareness of – and an ability to respond to—broader psychosocial and globally responsive contexts; and
3. advocating for students and their learning through leadership, collaboration, innovation, flexibility, and critical thinking.



College and Program Goals

Charge of the College of Education

WSU's Education Village will prepare educators whose knowledge and skills are closely aligned with the needs of school districts and communities in Southeast Minnesota and beyond. The Educational Village is a new physical enclave for the College of Education made up of three state of the art classroom buildings. The goal of the development was to develop a state of the art education destination.

Our goal is to create a common vision of WSU's Education Village philosophy and mission as a national model to ensure excellence in pre-service and in-service teaching and as an inspiration for excellence in teaching and learning.

Goals of the College of Education

Best & Brightest Students	By attracting the best and brightest students to be teachers from backgrounds that represent the growing diversity of state, regional and national communities.
Clinical Experiences	Require clinical experiences early in the pre-service teacher's college education and continue clinical experiences throughout the program with progressive responsibility.
Technology	Create a state-of-the-art, technology-infused learning environment showplace that prepares teachers to be "teaching and learning change agents."
Learning Feedback	Use data and assessment analytics to provide accurate feedback on learning and ensure that every student can be, and is, successful
WSU Guarantee	Provide robust professional development experiences for in-service teachers and uphold the "WSU Guarantee" that ensures excellence in preparation for all WSU graduates.
Cultivate Skills	Cultivate awareness, knowledge and skills to increase the teacher exposure and development of cultural competencies in schools, communities, and the region.
Noble Profession	Recognize the importance of teaching as the noble profession it is and should be.
Honor Historical Significance	Honor the historical significance of Winona State University's Normal School heritage and it's impact on the city, region, state, nation and the world.
Work Collaboratively	Working collaboratively with community partners to enrich, inform, and promote quality education for Minnesotans.

Leadership Education Program

The educational leadership program is a facet of the Leadership Education Department. The department is housed in the College of Education. The College of Education is one of five colleges that constitute Winona State University. We are focused on developing culturally and technologically literate, scholar leaders to lead and support the next generation of educators.

Departmental Mission Statement

We prepare collaborative leaders to sustain and renew America's democracy by transforming and managing schools and organizations for the benefit of each learner and with a view the common good.

To Earn a Minnesota Administrative License student may enter one of two pathways:

Enroll in the Education Specialist degree:

- Addition to K-12 Principal and Superintendent licensure pathways

A licensure only certificate program to complete the K-12 Principal or Superintendent licensure Certificates:

- K-12 Principal (completion of licensure requirements)
- Superintendent (completion of licensure requirements)

Licensure Program

The Winona State University's Education Leadership Program has been in existence for nearly 45 years. Changes in that Wisconsin's policy discouraged individuals from enrolling in programs outside their border. Despite losing the Wisconsin pool, the WSU licensure program has maintained a steady annual flow of completers.

The licensure program is purposefully designed to serve the needs of Minnesota and regional education leaders. Practitioner input is invaluable for continuous program review, development, and improvement. The WSU network is firmly established. Former students are represented on the Advisory Council and Licensing Review Panel. Many serve as site supervisors for interns. Several have hired our graduates. Our graduates are proud WSU alumni and dedicated to the efficacy, viability, and quality of the licensure program.

Integration of Conceptual and Philosophical Bases

The conceptual and philosophical bases of the WSU licensing program align with its stated mission, and with the goals and standards of the Leadership Education Department, the College of Education, and Winona State University. Collectively, the purpose is to improve our world by transforming and managing school organizations for the benefit of every learner and with a view to the common good. The National Educational Leadership Preparation Standards (NELPS) also inform WSU's program.

Reflection is a key component to growth as a leader. This is practiced in many course assignments, the analysis review of world and local events as they relate to leadership practices and is the theme of all internships.

Responding to the needs of the group we serve and how that group relates to the larger community is at the root of having a view for the common good.

Advocating for our students, staff, and community, we prioritize the decision-making process of democracy as the tool for collaboration innovation, flexibility, and critical thinking.

The attached philosophy statement is continually being refined (See Appendix H). It has evolved from numerous discussions among the faculty and others. Addressing issues embedded in this statement are frequently the source of course texts, readings, assignments, and discussions among faculty and with K-12 practitioners.

WSU's is a living philosophy, and one that the program actively revises and nurtures. This philosophy is integrated into:

- candidate preparation
- coursework
- learning experiences and reflection
- candidate assessments
- emphasis on continuous development
- classroom, internship criteria, and licensing review processes
- ongoing program development

Challenges

Southeast Minnesota is largely rural, and WSU continues to serve this region very well. The main concern, however, is fiscal sustainability. For instance, specifying an enrollment requirement to justify (fund) a course would be problematic.

Some graduate programs have a finite candidate pool. This is especially true of K-12 leadership. Not every teacher aspires to be a principal, and not every principal a superintendent. With fewer persons entering undergraduate teacher education programs (nationally), the pool has decreased even further.

Also, licensure programs differ from degree programs. Not every licensing candidate needs every course. This is especially true of experienced principals and superintendents who move to Minnesota and were licensed in a previous state.

Furthermore, as already mentioned, WSU lost much of its Wisconsin candidate pool due to changes in that state's policy. Wisconsin's Act 10 added another nail to the coffin as many Wisconsin school districts no longer consider course work for salary increases. Therefore, we do not have as many Wisconsin students taking courses for scale or lane advancement.

Although the licensure program had maintained a steady level of completers, those numbers are lower than WSU would wish. The fact remains that not every course will have the number of students needed to “pay for itself.” The department has generally balanced this need out by running larger sections in the organizational leadership courses. Similarly, this issue raised was in the 2015 visit.

Historical Enrollment since Previous BOSA Visit

	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19	Fall 19	Spring 20	Fall 20	Spring 21
Ed.S. Principal	13	9	6	7	8	7	6	8	7
Ed.S. Superintendent	1	2	2	0	1	0	0	0	0
K12 Principal license only	3	8	12	10	7	7	6	3	2
Superintendent license only	3	2	2	0	0	0	0	0	1

Currently, WSU is in a transition period as there have been faculty retirements and other changes since the previous visit. We have also briefly discussed working to assist UW-Superior’s graduates with Minnesota licensure, but those discussions are in the earliest stages.

Institutional Commitment to the Licensure Program (Standard 2A)

Statement which verifies institutional commitment to the licensure program.

Winona State University is committed to providing a licensure program for the preparation of principals and superintendents that meets the highest professional standards. This is demonstrated by the provision of resources, systematic program review and evaluation, assessment of candidate academic and professional competencies, faculty evaluation and professional development, and the assessment of candidate satisfaction and success as education leaders.

Budget Plan

Program Budget Overview (Leadership Education Department)

	FY16	FY17	FY18	FY19	FY20
Revenue	\$ 440,474.40	\$ 431,508.00	\$ 426,432.37	\$ 463,436.12	\$ 463,617.00
Salary/Fringe	\$ 269,249.14	\$ 347,404.29	\$ 330,541.35	\$ 312,474.95	\$ 185,742.90
Graduate Assistant	\$ 6,120.80	\$ -	\$ -	\$ -	\$ 6,463.07
Student Help	\$ -	\$ -	\$ -	\$ -	\$ -
Non-Salary Expenses	\$ 7,617.14	\$ 7,451.16	\$ 10,210.46	\$ 10,299.32	\$ 4,136.78
Balance	\$ 157,487.32	\$ 76,652.55	\$ 85,680.56	\$ 140,661.85	\$ 267,274.25

Faculty Positions

The primary budgetary expense has been for faculty to provide instruction, advising, and internship supervision. The Leadership Educational Department has three full time faculty lines and hires several adjuncts to support those faculty including both faculty from other College of Education departments with K-12 administrative experience and practicing K-12 administrators. One routine appellation of our program from students is the integration of practitioner adjuncts within the program. This is a reduction of one faculty position since 2015.

Faculty workload is a combination of many items; most significant is their teaching load. Graduate courses are treated as requiring additional time, so each three-credit graduate course is considered four credits of faculty load. An additional one credit release is provided to a faculty member to serve as the licensing officer for the educational leadership programs. Workload and other human resources policies are generally covered by the [Interfaculty Organization Agreement](#) (IFO).

Office Expenses and Support

The department receives a consistent set of funds to deal with office supply and travel expenses. Both the Winona and Rochester programs receive these funds. The department has never spent its entire allotment and has never felt constrained in its professional responsibilities due to lack of funds. The Leadership Education Department shares an office administrative specialist with the Counselling Education Department. The current staffing level and personnel are more than adequate for the department's needs.

Professional Development

Each faculty member consistently receives professional improvement funds to purchase professional journals and travel to professional conferences. The professional fund allowance is referenced in Article 19, Section A of the [Interfaculty Organization Agreement](#) (IFO).

Funds are rolled over at the end of each budget year and accumulate for larger overseas travel or multiple trips in a single year. Faculty can also apply for a Professional Improvement Fund (PIF) grant. These funds are covered by [WSU Regulation 3-11](#).

Grants and Awards

Winona State University has periodic internally funded competitive grants. The department has been awarded several times with funds for the coordination and production of educational summits by the Leadership Education Department.

Foundation Funds

The department has a source of funds obtained by donations and various activities. These monies have been used to facilitate department activities (meals for our advisory panel).

Summer Incentive Funds

The department receives a portion of generated revenue from summer session courses. These funds can be used to support student and faculty needs throughout the year and were most recently used to support the review of the new BOSA standards during the Summer of 2020.

Program Assessment and Review

Ongoing Assessment and Program Review

The Leadership Education Department is committed to continuous program improvement. Program improvement is driven by quantitative and qualitative data collected at various levels and longitudinal timeframes. Data includes survey data, enrollment trends, graduate success, course evaluations, graduate feedback, supervisor ratings, and advisory board feedback. Data collection is administered in collaboration between the Leadership Education faculty and staff, the College of Education Center for Licensing, Accreditation, and Assessment, and the Winona State University Institutional Planning, Assessment, and Research office.

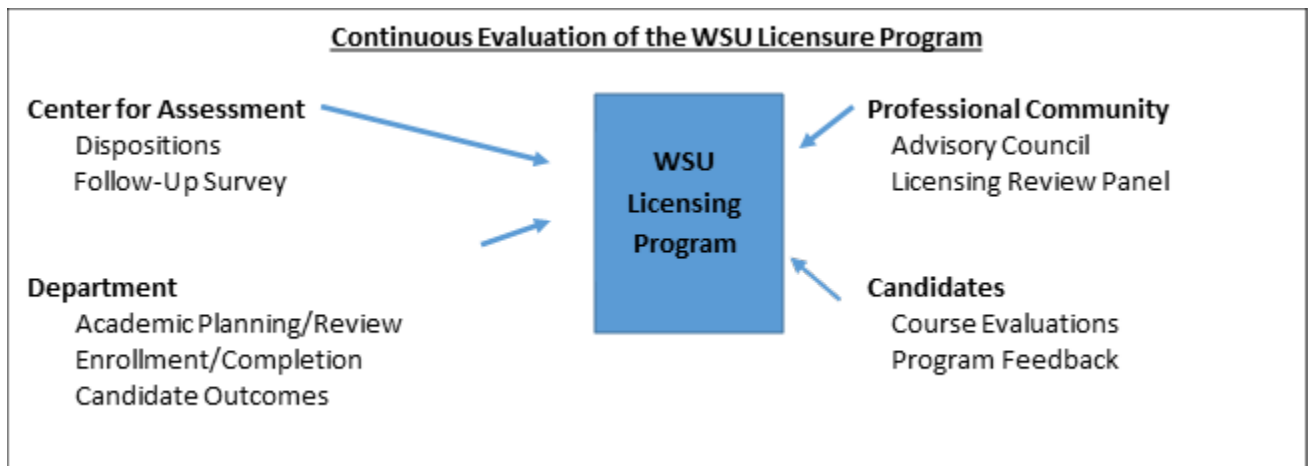
As an institution, Winona State University requires annual reporting from all degree programs. Data gathered, analyzed, and reported specific to the licensing program include the Student Dispositions Questionnaire (See Appendix A) and Graduate Follow-Up Survey (See Appendix

B). This requirement aligns to reporting requirements for the Higher Learning Commission (HLC). The HLC reporting requirements include identification of Student Learning Outcomes and correlating measures to analyze success, as well as standard and coursework alignment. These annual submissions are analyzed by university faculty and administrative staff with timely feedback provided to program faculty for continuous improvement. Winona State University maintains institutional accreditation through the HLC with the next site visit scheduled for Fall 2021.

The College of Education maintained unit accreditation through the Council for Accreditation of Educator Preparation (CAEP) until December 2020. Prior to this renewal date, the College of Education chose not to pursue accreditation through the Council for the Accreditation of Educator Preparation (CAEP) as the CAEP standards and review processes did not align to neither the unit’s vision nor growth and improvement approach. Further research is being conducted on the pursuit of other national accrediting bodies.

Similar to WSU, the College of Education requires creation, reflection, and reporting of student learning outcomes (SLOs) in alignment with HLC requirements. However, the unit requires SLO reporting for all programs, which includes the K-12 Principalship and Superintendent programs in the Leadership Education Department. Through this process, Leadership Education faculty continuously reflect on current data to review progress made towards SLOs. The Leadership Education Department has designated the current BOSA competencies as SLOs for the Principalship and Superintendent programs.

A number of key groups participate in ongoing program review, development and improvement (i.e., Leadership Education Department, Center for Licensure, Accreditation, and Assessment, PK-12 partners, and candidates).



Center for Licensure, Accreditation, and Assessment The Center for Assessment offers a variety of services to departments and programs within the College of Education. Such services include:

- data gathering/analysis/reporting
- validating program achievement, and helping guide improvement

- alignment of program and standards with institutional goals/standards
- assistance with accreditation preparation and reporting (incl. BOSA)

Leadership Education Department

Faculty meet regularly. The department conducts regular warrants. Included in departmental meetings is an ongoing examination of graduate-level degree and certification programs (incl. licensing), per the Department Assessment Plan including regular ongoing conversation about program improvement (See Appendix C).

To assure all MR3512 requirements are satisfied, the department specifically examines:

- pre-admission and admission
 - criteria, procedures, documentation
 - process for assessing prior preparation and experience
 - candidate license-specific learning plan
- program
 - development and review
 - enrollment, retention, completion
 - accountability/accreditation
 - candidate feedback
- curricula
 - development and review
 - alignment with licensing standards
 - consistency among courses
- courses
 - development and review (i.e., keep/revise/shelve)
 - BOSA competencies embedded in syllabi and learning activities
 - schedule/rotation (sensitive to candidate demand)
 - instructional delivery
- internships
 - placements
 - procedures, documentation
 - essential requirements
- candidates
 - student concerns
 - student feedback (course/program)
 - candidate outcomes
- field experiences
- licensing review
- employment

Discontinued Program Contingencies

The Dean for the College of Education is committed to serving the region's K-12 administrative needs. In the extreme case that the University would retire the K-12 Principal or Superintendent

academic programs, a two-year plan would be established by the Leadership Education Department faculty.

The plan would be approved by the President's office during which courses and activities related to licensure would be methodically reduced and eliminated. This plan would take into account the programming needs of the greatest number of enrolled K-12 Principal and Superintendent candidates and the sequencing of courses so as to assure the greatest opportunity of currently enrolled candidates to complete their license. Issues to be addressed in the plan:

- Should M.S. students who intend to pursue licensure (30 credits beyond the M.S.) be considered in the termination plan?
- The number of students needing to take each required course.
- Scheduling courses to not overload currently working administrators and instructors any one semester.
- Maintaining M.S. courses and other Leadership Educational emphases (Organizational Leadership, Profession Leadership, Sport Management, and Outdoor Education/Adventure Based Leadership).
- Students enrolled in the M.S., Certificate, and Ed.S. degrees specifically targeted to licensure and licensure-only students, would be officially informed, by return-receipt-requested mail, that the program had a final date and information regarding the termination plan.
- Included in the letter would be:
 - a final schedule of courses
 - suggestions for the order of courses
 - contact information for their advisor

New enrollees to the program would not be permitted to register for licensure, only those interested in the M.S. and Ed.S. degrees.

Summary

WSU is committed to its licensure program, as evidenced by fiscal support, quality faculty, and continuous program review, development, and improvement. The university is dedicated to all licensure candidates and ensures each will be provided the opportunity to finish their program within the scope of Minnesota Rule 3512.2500.

WSU's Institutional Structure and Procedures for Implementing the Licensure Program (Standard 2B)

Assessment Plan

Transition Points for Advanced-Level Programs and Candidates

Education Leadership				
	Entry/Admittance	Monitoring Growth	Exit/Graduation	Follow-up
GPA	- Undergraduate GPA - Entrance Criteria	- GPA and Coursework Completion - Application to Candidacy (1, 2)	- Graduation Requirements - Application to Graduate - Exit Checklist	
Coursework		- Curriculum-Based BOSA-related Assessment (1, 2, 3)	- BOSA Competencies (K-12 Principal, Superintendent) - BOSA LRP Guidelines - BOSA Licensure Review Panel Information and Data - Number of Completers	
Surveys		- Graduate Student Experience Survey	- Intern Survey for Educators	- COE Follow-up Survey (1, 2, 3, 4)
Student Artifacts	- Application (1, 2) - Written Statement Prompt and Rubric - Written Statement Data		- Capstone Process and Capstone Guidelines - Terminal Project Rubric - Terminal Project Data	- Graduate Record Follow-up Reports
Evaluations		- Field Experience Evaluations (Internship Notes of University Supervisor) - Observations Evaluations Data	- Intent to take Comprehensive Exam - Comprehensive Exam Rubric - Comprehensive Exam Data	

Winona State University is governed by a Master Agreement, the Inter Faculty Organization Contract. This is an agreement between the Minnesota State Colleges and Universities (MnSCU), the Board of Trustees, and Inter Faculty Organization (IFO). This document requires the joint participation of full-share membership faculty in the decision-making structure of the organization as part of a shared governance model. All decisions related to student learning, including instruction, assessment, and curriculum is determined by the faculty as per the [Interfaculty Organization Agreement](#). As this is a competency-based program, curricular decisions are also governed in large part via the Minnesota State Licensure competencies for school administrators. (See Appendix D for complete Professional Education Unit Assessment Plan).

WSU's curriculum changes and revisions are made in accordance with [WSU Policy 3-4](#). Faculty meet once a month or more as needed as a department. Our department chair, elected by the faculty, meets bi-weekly with the dean of the College of Education as part of the Dean's leadership team. That body is the main communication and deliberative body in which information is communicated from administration to individual departments of the college.

Professional Education Unit Assessment Plan:

Transition Points for Advanced-Level Programs and Candidates (See Appendix E). The complete PEU Assessment Plan is Appendix D.

Advisory Council

The Advisory Council assists the Leadership Education Program faculty and COE administration with program development, review, and improvement. Members consist of area PK-12 leaders (i.e., principals and superintendents). Some are former WSU licensing candidates. Others are not, and thus offer unique perspectives. All members have experience with the licensure program, as a former student and/or field experience Site Supervisors and/or as members of the Licensing Review Panels.

Advisory council members are appointed by the department chair in conjunction with the faculty. We try to balance appointments between rural, urban, and suburban districts. Members who don't regularly attend are removed from the council. See Appendix F Advisory Council charge for more information.

Input from the Advisory Council, as well as student feedback, led to the decision to include synchronous sessions within the scope of online courses during the Pandemic and going forward. The council endorsed the revised Certificate of Innovative Instructional Leadership (CIIL), as well as certificates for completers of K-12 Principal and Superintendent. See the WSU Advisory Council committee charge and details. (See Appendix F).

Licensing Review Panel

Licensing Review is the exit component of the licensure program. Its purpose is to determine candidate mastery of BOSA competencies, including his or her knowledge, skills, and dispositions specific to the license sought. The Licensing Review Panel consists of practicing PK-12 leaders and program faculty. Some of the PK-12 leaders are members of the Advisory Council and/or former WSU licensing candidates, and others are not, thus offering a unique perspective.

Among the questions asked by PK-12 leaders during the interview:

1. What aspects of the WSU licensure program, if any, prepared you to assume a K-12 leadership role? *Recent responses below:*
 - I was surprised at how engaged I was in the law class. I learned a lot from Dr. Redmond.
 - I was impressed by all the people in the program. All were accommodating and helpful. Tammy Champa was wonderful with my internships.
 - Classes with practitioners (Johnson, Redmond, Champa)
 - Loved the internships (felt like an AP)

- Going to different districts and different sized districts
 - Having assignments that have us work with/and talk to leaders (principals, curriculum directors...)
2. What recommendations do you have for improving the licensure program?
- Recent responses below:*
- More on teacher evaluation and development
 - Change up professors so you don't have one professor for many courses
 - Stay with practicing adjuncts
 - Keep the new momentum going, hope to see new ideas in the overhaul, be open to student feedback

The review process gives panelists significant insight into the licensure program (e.g., how well the candidates have been prepared, and candidate feedback). At the end of the Licensing Review Process, panelists are asked to address:

- Candidate preparation
- Licensing Review process/recommendations
- Program questions/recommendations

Candidate Feedback

Licensure candidates generate a wealth of program-related data from the pre-admission process through to completion. Information gathered from the dispositions survey, Licensing Review, and Follow-Up Survey are useful for program review, development, and improvement.

All instructors solicit student feedback at the end of the semester. Some also do this periodically throughout the semester. The assessment instrument is determined by the instructor. The primary focus is ongoing improvement. Content, instructional delivery, course activities and texts/readings may be reassessed for significance to their intended purpose. This feedback is unique to the instructor and is shared as deemed appropriate in department/faculty conversations.

Survey Examples are available in Appendix G.

Description of the Roles for which Candidates are being Prepared (Standard 2C)

The WSU licensure program is a post-masters' degree program. Candidates are therefore required to have earned a master's degree as an admission requirement. The licensure program is currently approved to prepare candidates for Minnesota licensure as K-12 Principals and Superintendents. In addition, students may pursue an Education Specialist degree (Ed.S.) in either of those areas.

Licensure Roles

The WSU Education Leadership program prepares candidates for two BOSA approved licenses: K-12 Principal and Superintendent. Both roles carry significant public and professional responsibility.

An education leader is unique in both the public nature of their job and the difficult-to-assess accountability of their performance. Since schools are a "public good," these leaders are seen as working for the public. With minors and young adults (aged 3 to 21) being the focus of the school's efforts, parents have significant interest in the day-to-day activities of the school, and the resulting life-long impact on their children. Leadership is thus open to public scrutiny and includes a wide scope of responsibilities.

Awareness of Current and Future Trends

The WSU licensure program is embedded in the life of Southeastern Minnesota schools. Faculty are constantly being brought into today's school buildings via questions about school initiatives; discussions on classroom, school, and district decision-making; and in person visits with educators (e.g., internships, Advisory Council, Licensing Review Panel).

Licensure Candidates

Candidates work in our regional schools and are often times leaders of special projects, PLCs, and school-wide/district-wide initiatives. Their building experiences are fodder for many class discussions. Topics include knowledge of current school programs and practices, effective leadership skills, and commitment to ongoing assessment and improvement.

Candidates are asked to provide course feedback. Responses provide an indication of how well the course (a) addresses contemporary education leadership issues, and (b) meets the candidate's developmental needs. See the examples in the previous section.

Field Experiences

Licensure faculty serve as university supervisors. Field experiences are conducted throughout the school year, and during summer. University supervisors become keenly aware of current and emerging trends via:

- meetings with the intern's Site Supervisor
- develop an individualized field experience agreement (incl. tasks authentic to license area)

- discuss issues and emerging trends (local, regional, state and/or national)
- intern's Reflective Journal
- weekly entries of tasks and experiences
- intern profile of the school (EL 761/771) or district (EL 762/772)

Advisory Council

The Advisory Council is an essential resource to the Department of Leadership Education and its K-12 licensing program. Its overall purpose is to ensure our graduate students have learning experiences that are meaningful, innovative, and of high quality.

Members of the Advisory Council are successful practicing (or retired) education leaders. Their individual and collective knowledge, experiences and insights are invaluable to WSU Leadership Education. Advisors help generate ideas, provide a reality check when developing our 21st century curriculum, keep faculty aware of the challenges facing today's K-12 leaders, serve as advocates for the licensing program, and help promote WSU Leadership Education.

Licensing Review Panel

The exit component (Licensing Review) is conducted by a panel that includes practicing K-12 leaders. At least two sessions are provided throughout the academic year (spring and fall). The focus is on mastery of the BOSA competencies, including the candidate's knowledge, skills, and dispositions specific to the license sought. This process involves a review of candidate documents as well as a formal interview by the panel. A major responsibility of the panel is to determine how well the candidate is prepared to assume his or her license-specific role. As such, inquiry includes current issues and emerging trends.

Assessing candidates at the point of exit is also an evaluation of the licensing program. After each review session, panelists are asked to share their impressions and offer suggestions for program improvement.

BOSA Collaborative Meetings

WSU licensing faculty attend the BOSA Collaborative meetings. Often discussed are current issues and emerging trends, including state initiatives and how school leader preparation programs are responding.

Summary

The WSU Education Leadership program prepares candidates for K-12 Principal and Superintendent positions. Both roles carry significant public and professional responsibility. The program is kept current via interactions with and input from such sources as: licensure candidates, K-12 practitioners (e.g., Site Supervisors, Advisory Council, Licensing Review Panel, guest speakers), and BOSA Collaborative. The licensure program strives to improve our world by transforming and managing school organizations for the benefit of every learner and with a view to the common good.

Enumeration of the specific knowledge, skills, and dispositions to be achieved by persons completing the licensure program (Standard 2D)

Specialization (K-12 Principal, and Superintendent) and program (Education Specialist degree) competencies and outcomes are aligned to Minnesota licensing standards as outlined in MR3512. Competencies

The alignment of Minnesota Licensure competencies (i.e., Core Leadership, Principal, and Superintendent) are addressed in each of the required courses. Presented in Form D.

Most course syllabi list the licensing competencies that are addressed, specific to the topic covered, as well as the focus of the learning experience.

Candidates apply, and further develop, their knowledge, skills, and dispositions through the internship experience. Interns reference the BOSA matrix when developing their internship plan. The candidate meets with his or her Site Supervisor and University Supervisor to discuss and agree upon the assigned tasks. The agreement document is then formulated, implemented, and monitored. Near the end of the internship, the candidate again meets with the Site Supervisor and University Supervisor to review task completion, discuss leadership growth (knowledge, skills, dispositions), and determine areas in need of further development.

Currently, the Leadership Education Department is working with the WSU's Teaching, Learning, and Technology (TLT) team to more fully utilize the competencies portion of the D2L Learning Management System (LMS) in order to more fully integrate the BOSA competencies within the digital learning environment and make the long-term evaluation of program effectiveness more streamlined.

Exit Assessment

An exit assessment is conducted by the Licensing Review Panel. This panel, consisting of local K-12 principals and superintendents as well as WSU faculty, carefully review each candidates' completed BOSA Competency Matrix to ensure every competency has been satisfied. The Panel also reviews each candidate's profile, a self-evaluation. Among other criteria, the Profile addresses knowledge, skills, and dispositions (strengths, and areas to be further developed).

In addition, the panel interviews every candidate to assess his or her knowledge, skills, and dispositions. Following the interview, panel members decide if the candidate has (a) passed, (b) passed, but with conditions to be met, or (c) not passed. Regardless of the outcome, the panel provides helpful feedback to each candidate with a focus on continued development.

Additional Requirements

No additional requirements beyond the Minnesota licensing standards are required. Beyond licensing, candidates may choose to pursue an Education Specialist degree (Ed-S). This involves completing EDUO 808 Program Evaluation and EL 799 Field Study research.

Summary

Alignments demonstrate that the Minnesota core leadership, K-12 principal, and superintendent competencies are addressed throughout each licensing preparation program. Winona State University is committed to ensuring every candidate satisfies the academic requirements for licensure and meets the required Minnesota licensing competencies.

A description of the licensure program which relates individual program components to the knowledge, skills, and dispositions to be achieved by persons completing the licensing program. (Standard 2E)

The post-masters WSU licensure program is designed to help candidates develop and strengthen the knowledge, skills and dispositions needed to become highly effective education leaders. A strong focus is on the human dynamic of leadership.

Alignment of Major Program Components

The four minimum requirements for licensure, as stated in Minnesota Statute 3512:

1. Teaching experience (minimum of three years).
 - a. assessed at entry
 - b. assessed by the Licensing Review Panel
 - c. candidates not meeting this requirement take EL 760 (1050 hr. internship) (in full compliance with MR 3512.1200 (candidates without teaching experience)
2. Sixty (60) graduate credits beyond a bachelor's degree including a master's degree.
 - a. assessed at entry (transcript review) [artifacts 2E.1-2]
 - b. assessed at Licensing Review [artifacts 2E.3-4]
 - c. WSU provides 30+ credits for K-12 Principal and Superintendent [artifact 2.E.6]
3. Internships
 - a. K-12 Principal (761/762; 320 total hrs.)
 - b. Superintendent (771/772; 320 total hrs.)
 - c. Extended Principal to meet K-12 requirements (200 hrs.)
4. Situational observation component.
 - a. License Review (See Appendix J)

Coursework

The curriculum includes required core courses (24 credits) as well as license-specific coursework for K-12 Principal (6 credits) and Superintendent (6 credits). Several of the superintendent courses have one or more prerequisites as the program assumes that superintendent candidates have already obtained a principal's license. In those cases where a candidate would not have some curriculum coursework, they would be required to take the prerequisite courses to ensure compliance with all of the BOSA competencies Minnesota Licensure competencies are embedded in each of the required courses. Course syllabi identify the licensing competencies that are addressed, specific to the topic covered, as well as to the corresponding learning activities and assessments. As such, competencies often become themes for class discussions, presentation topics for students or the instructor, and assignments (e.g., opinion papers, action research projects, written products).

WSU Licensure Program of Courses
(Approved Spring 2021)

Principal Licensure Courses	Superintendent Licensure Courses
LDRS 612 - Systems Thinking (3 S.H) LDRS 614 - Change Leadership (3 S.H.) EL 604 - Curriculum Development (3 S.H.) EL 610 - School Law (3 S.H.) EL 622 - Principalship (3 S.H.) EL 628 - Human Resources & Collective Bargaining (3 S.H.) EL 635 - Public Relations and Politics (3 S.H.) EL 758 – Education Finance (3 S.H.)	LDRS 612 - Systems Thinking (3 S.H) LDRS 614 - Change Leadership (3 S.H.) EL 610 - School Law (3 S.H.) EL 622 - Principalship (3 S.H.) EL 628 - Human Resources & Collective Bargaining (3 S.H.) EL 635 - Public Relations and Politics (3 S.H.) EL 736 - Educational Governance, Policy, and Politics (3 S.H.) EL 756 – Administrative Decision Making (3 S.H.)
Internship Courses	Internship Courses
EL 761 Principal Internship I (3 S.H.) EL 762 Principal Internship II (3 S.H.)	EL 771 Superintendent Internship I (3 S.H.) EL 772 Superintendent Internship II (3 S.H.)
To add the EdS degree to either licensure program	
EDUO 808 – Program Evaluation (3 S.H.) EL 799 Specialist Degree Thesis/Field Study (3 S.H.)	

One question looking forward is to ensure that particularly the EL 610 and EL 622 courses mirror the percentage of special education related materials in relationship to what practitioners will experience in the field.

Internship

Candidates apply, and further develop, their knowledge, skills and dispositions through the internship experience. Interns reference the BOSA matrix when developing their intern plan. The candidate meets with his or her Site Supervisor and University Supervisor to discuss and agree upon the assigned tasks. The Agreement document is then formulated, implemented, and monitored. Near the end of the internship, the candidate again meets with the Site Supervisor and University Supervisor to review task completion, discuss leadership growth (knowledge, skills, dispositions), and determine areas in need of further development.

Exit Assessment

An exit assessment is conducted by the Licensing Review Panel. This panel, consisting of local K-12 principals and superintendents as well as WSU faculty, review each candidates’ completed BOSA Competency Matrix to ensure every competency has been satisfied. The Panel also

reviews each candidate's profile and self-report. Among other criteria, the profile addresses knowledge, skills and dispositions (strengths, and areas to be further developed).

In addition, the panel interviews every candidate to assess his or her knowledge, skills, and dispositions. Following the interview, panel members decide if the candidate has (a) passed, (b) passed, but with conditions to be met, or (c) not passed. Regardless of the outcome, the Panel provides helpful feedback to each candidate with a focus on continued development.

Pre-Assessment Process to Determine Learning Plan

Persons interested in the program are referred to the Licensing Coordinator. They are provided program information and asked to submit copies of their transcripts, licenses, and work history (resume).

Eligibility Process

Purpose is for the Licensing Review Officer to determine eligibility for admission, and identify the candidates' needs regarding MN licensing requirements. Using the license-specific Candidate Assessment form [artifacts 2E.18-19], the Licensing Coordinator examines:

- professional licenses held
- professional educator experience
- graduate degrees earned
- alignment of prior courses with required licensing courses

Program Plan Development

The Licensing Coordinator and candidate discuss the assessment results and attempt to reach agreement on a viable learning plan (i.e., required coursework and field experience). When both are on the same page, a license-specific learning plan is developed. This plan documents required coursework relative to the BOSA competencies, including knowledge, skills, and dispositions.

The candidate then registers online for admission. Official school transcripts are reviewed by the WSU Office of Graduate Study. These are verified as being from accredited universities and the transcripts are scanned into Knowledge Lake (accessible to the candidate's academic advisor). Knowledge Lake is a WSU managed digital document repository.

Once admitted, the candidate is assigned a faculty advisor. Based on the license-specific learning plan, both the candidate and advisor complete the online Candidacy Form. This form therefore reflects the eligibility review results.

This process treats professionals as professionals. Candidates are intimately involved with their own assessment and learning plan development. WSU's wants them to realize what should be included in their program in order to become a viable K-12 principal or superintendent.

Organizational Requirements

Candidates may choose to pursue an Education Specialist degree (EdS). The licensure and degree programs require the same (a) core courses, (b) courses specific to the K-12 Principal or Superintendent License, and (c) internships. The Ed.S. degree, however, consists of an additional 6 credits (i.e., completion of a field study research project that involves EDUO 808 Program

Evaluation and EL 799 Field Study Advisement. About 20% of licensure candidates return for the Ed.S. degree.

Summary

Alignments demonstrate that the Minnesota core leadership, K-12 principal, and superintendent competencies are addressed throughout the licensing preparation program. Pre-assessment considers the candidate's prior knowledge, skills and dispositions. The results are used to formulate an individual, license-specific learning plan.

A description of Field Based Experiences (Standards 2F, 2F2, and 2F3)

The Leadership Education program requires completion of field-based experiences in accordance with MR3512. We refer to this experience as an “internship.” The Practicum/Internship Handbook [Appendix I] addresses: minimal requirements, general procedures, forms, supervision, and intern evaluation.

The field experience requirements for each licensure area are included in the handbook. Competencies are also included in the handbook for each licensure area. Evidence of placements at the settings required in MN Rule 3512 is stated in the handbook. Each licensure candidate is required to submit a detailed reflective log delineating activities and assignments required during the field experience. The handbook contains information required of all licensure candidates as they progress through their field experience. Each licensure candidate is supervised by a University Supervisor who is on faculty in the department and a site supervisor who is required to be a current practicing licensed administrator.

Assessment of Prior Preparation and Experience

The Education Leadership program assesses each candidate's prior education and professional experience. Also determined are candidate strengths and needs specific to BOSA competencies (including leadership knowledge, skills, and dispositions). This information is used to develop an individual learning plan. The assessment process is described WSU's Candidate Pre-Assessment (See Appendix I).

Situational Observation Component (Standard 2F3)

The situational observation component is both formative and summative. The Licensing Review Panel include a team of practicing K-12 leaders and program faculty. The focus is on mastery of the BOSA competencies, including the candidate's knowledge, skills and dispositions specific to the license sought. This process, described in the Licensing Review Procedural Guidelines [See Appendix J], includes a review of candidate documents as well as a formal interview by the panel. Throughout, the candidate is encouraged to reflect on his or her leadership growth and identify areas in need of further development.

System Evaluation Process of the Licensure Program (Standard 2G)

The WSU licensure program is assessed externally and internally to assure all MR3512 requirements are satisfied.

External Evaluation

- CAEP/NCATE approved (every 8 years) through December 2020
- Higher Learning Commission (HLC) accredited (every 10 years) due Fall 2021)
- BOSA approved (every 5 years)

Additionally, many courses within the department have been reviewed by Quality Matters to ensure instructional best practices are in place.

Internal Process for Systematic Evaluation

The K-12 education arena is constantly changing. To effectively prepare education leaders, the licensure program continues to evolve. Internal evaluation is therefore largely formative in nature, and several key stakeholder groups serve as primary sources (i.e. institutional, departmental, professional community, current students, and alumni).



Center for Licensure, Accreditation, and Assessment

The Center for Assessment offers a variety of services to departments and programs within the College of Education. Such services include:

- data gathering/analysis/reporting
- validating program achievement, and helping guide improvement
- alignment of program and standards with institutional goals/standards
- assistance with accreditation preparation and reporting (incl. BOSA)

Data gathered, analyzed, and reported specific to the licensing program include the Student Dispositions Questionnaire and Graduate Follow-Up Survey (See Appendices A & B).

Leadership Education Department

The department discuss various aspects of curriculum development and assessment on a regular basis. At least annually, the department also engages in a retreat to review program issues. Included in departmental meetings is an ongoing examination of graduate-level degree and certification programs (incl. licensing), per the Department Assessment Plan

Plans for assessing the performance of each person who successfully completed the licensure program (Standard 2H).

Student assessment and program evaluation are intimately linked. Student performance is reflective of program quality. Measuring student achievement is formative and summative. The focus is on mastery of the BOSA competencies, including the candidate's knowledge, skills, and dispositions specific to the license sought. Throughout, the candidate is encouraged to reflect on his or her leadership growth and identify areas in need of further development.

Following successful completion of the internship experience, candidates are required to participate in the Licensing Review process. The integration of competencies is demonstrated by written documents and candidate responses to the panel's interview questions. In addition, any candidate who wants to provide a portfolio at the review is welcome to do so. Objectives of the review:

- Clarify and validate what is provided in the candidate's documents.
- Determine the degree to which the candidate has satisfied the licensing requirements.
- Gather information useful for the candidate's ongoing professional development.

Panelists (K-12 administrators and program faculty) determine if the candidate has (a) passed, (b) passed with conditions, or (c) not passed. Results are recorded Appendix K..

For candidates who earn Passed with Conditions, the panel prescribes what must be completed for him or her to pass. The candidate is to work with the Licensing Coordinator to draft a plan that will remediate the condition(s). The Licensing Coordinator monitors candidate progress, documents when the obligation is satisfied, and informs the panel.

Candidates who do not pass are counseled by the Licensing Coordinator. The reason for not passing must be due to an unmet licensing requirement. Every effort is made to ensure against subjectivity. The candidate and Licensing Coordinator develop a plan to rectify the deficiency.

Candidates who, in addition to acquiring a license, seek the Ed.S. degree must successfully complete Field Study research. Similar to a thesis, the candidate defends his or her project before the faculty. Those who pass previously had their work bound and a copy was placed in the department's library. Future theses will be included in the WSU's Open River depository of online materials.

Stakeholder Involvement in Program Development and Revision (Standard 2I).

The program uses input from our Advisory Board comprised of educational administration leaders, community members, and faculty knowledgeable in the field of educational administration and leadership. Additionally, student and adjunct feedback are additional avenues of feedback for the faculty. The purpose is to serve a vital role in offering advice and direction to keep the program relevant, dynamic, and utilizing best practices.

As mentioned before, all decisions made at the department, college, and university level follow a shared governance structure and a democratic decision-making model. Therefore, all program decisions that involve curriculum, personnel, instruction, assessment, and budgeting are determined using a democratic process. Our decisions are guided by college and university policies as well as the IFO bargaining agreement. These processes require consultation between faculty and administration. Any program or curricular change must proceed through a meticulous process that requires approval from all other affected programs. This provides a system of accountability to ensure there is no program duplication or overlap and curricular decisions and revisions are well thought out.

System Evaluation Process of the Licensure Program (Standard 2J)

A number of key stakeholder groups are involved with program review, development and improvement (i.e., Leadership Education Department, Advisory Council, Licensing Review Panel, Center for Assessment, Graduate Council, and candidates).

The licensure program is provided through the Leadership Education Department. To assure all MR3512 requirements are satisfied, the department specifically examines:

- Pre-admission and admission
 - criteria, procedures, documentation
 - process for assessing prior preparation and experience
 - candidate license-specific learning plan
- Program
 - development and review
 - enrollment, retention, completion
 - accountability/accreditation
 - candidate feedback
- Curricula
 - development and review
 - alignment with licensing standards
 - consistency among courses
- Courses
 - development and review (i.e., keep/revise/shelve)
 - BOSA competencies embedded in syllabi and learning activities

- schedule/rotation (sensitive to candidate demand)
- instructional delivery
- Internships
 - placements
 - procedures, documentation
 - essential requirements
- Candidates
 - student concerns
 - student feedback (course/program)
 - candidate outcomes
- Internship
- Licensing review
- Employment

Proposed changes to the licensure program, including courses, are typically advanced from the department (with Advisory Council input) to the COE Dean, to the Graduate Council, to the Faculty Senate, to WSU administration, and then MnSCU. As an example, the department after consultation with the advisory panel combined the two curriculum courses previously required into one by revising EL 604 to include all of the BOSA competencies that had previously been covered across the previous two courses with significant overlap. That change was approved by the university this spring.

Every academic department serving graduate students has a representative on the Graduate Council, including Leadership Education. In fact, the Licensing Coordinator is a current member. Among its many responsibilities, the Council reviews course and program proposals (e.g., creation of a new course or program, changes to an existing course or program).

Feedback from Employers and Graduates (Standard 2K)

At this time, we have not had enough data gathered through the legislatively mandated data requirement to make any program improvements based on a thoughtful analysis of the data. We do know that some of our graduates work in Wisconsin and we need to improve recruiting based upon the low enrollment numbers currently in the program.

Standard 3A: Program Statement on compliance with Minnesota Statutes (MR3512)

Winona State University affirms that rules of the Minnesota Board of School Administrators (MR3512) governing licensure programs for K-12 Principal, and for Superintendent, are met and implemented in program requirements.

Example Text from the Website

Certificate & Licensure Option

The K-12 Principal Certificate acknowledges students seeking endorsement for state (MN and WI) licensure as a K-12 Principal but not seeking the Specialist (EdS) degree. The K-12 Principal is a formal licensure area for Minnesota schools. Licensure is a state function through the Minnesota Board of School Administrators (BOSA), for which the WSU Leadership Education Department is an approved program.

Wisconsin accepts the WSU endorsement for K-12 Principal and Iowa requires that the candidate receive a Minnesota K-12 Principal license. The Minnesota K-12 Principal license is accepted, for at least a provisional principal's license, in many states.

Degree Option

The K-12 Principal is also an emphasis within the Education Specialist Degree (EdS) in Education Leadership. The EdS degree requires the same coursework and experiences as licensure with the addition of 6 credits related to research and scholarly study.

Gainful Employment Disclosure

The U.S. Department of Education requires colleges and universities that have any financial aid eligible programs that "prepare students for gainful employment in a recognized occupation" to disclose certain information, such as program costs; occupations that the program prepares students to enter; occupational profiles; and the number of students who have completed the program.

A [Gainful Employment Disclosure](#) for the K-12 Principal Graduate Certificate program is provided.

Standard 3B: Standards for faculty, program resources, facilities, and instructional technology

Winona State University is committed to providing a licensure program of the highest quality. This is demonstrated by rigorous standards for faculty, adequate program resources, and the provision of facilities and instructional technology that support teaching and learning at the graduate level.

Standards for Faculty

The Leadership Education department has both minimum and preferred qualifications for new faculty hires:

Minimum Qualifications:

- An earned doctorate in education leadership or a relevant discipline such as organizational leadership.
- Excellent teaching skills, engaging students in new and exciting areas of study.
- The ability to communicate clearly and effectively both orally and in writing.
- At least six years of experience as a K-12 or other organizational leader.

- A commitment to working with and advising students in a personal and professional fashion.
- A commitment to integrating current and emergent technologies into their teaching and advising.
- A commitment to working collegially, collaboratively, and with other disciplines and organizations.
- Evidence of research and/or grant writing commensurate with career experience.

Preferred Qualification(s):

- Evidence of strong commitment to leadership in a variety of settings including, K-12 schools, higher education, public, or non-profit organizations.
- Evidence of partnership development with organizations and groups.
- Experience in advising the writing of research papers and capstone experiences.
- Experience with program evaluation and assessment.
- Experience being flexible and spirited when confronting today's leadership and administrative challenges.
- A demonstrated knowledge of and interest in diverse cultures and populations.

WSU utilizes a standardized and systematic process for hiring program personnel that meets legal, ethical, and professional requirements. Notice of vacancies are developed by program faculty and approved through the institution's Office of Affirmative Action. All new faculty, fix-term, and adjunct personnel lines are approved via the Office of the Dean and Office of the President. As mentioned earlier, the dean and the College of Education's leadership team determine and allocate resources to the department. In spring of 2020, our program was allocated a probationary tenure track position which has been put on hold due to COVID-19 and other concerns. We are hoping that circumstances will allow us to conduct a search in the fall of 2021. We currently have three full-time tenured faculty in the Leadership Education Department. In addition, we have several dedicated adjunct faculty assisting in our programming needs.

Adjuncts are offered annual opportunities to apply for professional development funds to support relevant training and conference participation. The Inter Faculty Organization (IFO) contract has recently included language that provides increased compensation for adjuncts, improvement in health care benefits in addition to providing professional development opportunities.

Faculty are supervised and evaluated according to the IFO bargaining contract. The Dean is the direct supervisor of faculty. All faculty evaluation is conducted within the legal framework of the IFO contract. The model of supervision is goals-oriented with annual reporting. All faculty are expected to meet criteria in five major areas: teaching, scholarship, service to students, professional development, and service to the university and community. Professional Development Plans (PDPs) are written in the fall to address each of the five criteria, with

formative feedback given by department members to the individual. Professional Development Reports (PDRs) are written in the spring to address the extent the goals of the plan were completed, and then submitted to the Office of the Dean. The Dean then provides feedback and recommendations to the faculty member regarding the PDR. These reports are subsequently used in the retention, promotion, and tenure of faculty by administration.

Technology and Instructional Support

The IFO and MnSCU recognize the need for faculty development relating to the university's mission. Professional development opportunities are provided through various offices and support services on campus but the agency that is tasked with providing routine training and support to faculty is the Teaching and Learning Technology (TLT) Team). Due to COVID-19 and the transition to distance learning, the institution provided a comprehensive and extensive technology support system. The result is a substantial support network that is on-going and available 24/7. In addition, each school and college set up a small task force to train faculty and staff in the use of technology such as setting up Zoom meetings, managing D2L, use of video conferencing technology, and assessment alternatives.

Faculty have participated in multiple professional development sessions to learn about new technologies and Quality Matters standards. Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and hybrid courses. The department communicates with TLT when technology issues arise. Annually, TLT is invited to attend a department meeting to review the department's technology needs. Currently, TLT is working to embed the alignment of BOSA competencies within our D2L coursework.

Student Concerns

WSU has a detailed and comprehensive process to address student complaints and grade appeals through a set of policies and procedures that can be found on the WSU website via <https://www.winona.edu/advising/academic-appeal.asp>. These policies are continuously reviewed and revised annually by the Academic Policy Advisory group comprised of faculty, staff, and administrators. The process for addressing student concerns begins at the department level. If not remedied, the student complaint moves to the school level. If not remedied at the school level, the process moves to a committee operated at the university level to render a final decision regarding student complaints or grade appeals.

Library

The Krueger Library has over 479,855 print and e-volumes, access to more than 100 databases and is a [U.S. Federal Depository](#) with more than 20,000 [government resources](#) in paper and 100,000 in microfilm formats. Many of our students are off campus, so we are active users of the online services (databases of full-text articles and inter-library loan). Leadership Education has a library liaison that works directly with our faculty and students. Our liaison presents an overview of their services to the department's research classes and assists our students in their research efforts to find articles and publications.

The library has “how to” tutorials for student viewing: <http://libanswers.winona.edu> and <http://libguides.winona.edu/howdoi>. The departmental liaison librarian, currently Kendall Larson, has developed a research landing page for the Leadership Education Department <https://libguides.winona.edu/leadershiped>.

As a department, we have a budget for periodicals and for new book purchases. Throughout the year we are contacted by our librarian liaison regarding needs, changes in procedures, and the status of our budgets. Over the past two years, we have experienced budget support beyond our allocation with the library staff using general funds to purchase key resources for our students.


Academic Advising and Records

Students are assigned a faculty advisor when they are accepted in the program. Students receive a letter from the department chair with information about their advisor. The faculty invite their advisees to schedule a meeting to discuss their program plan and to discuss course selection. Students are encouraged to consult with their advisor each semester. Faculty utilize an electronic, centralized software program to complete the student’s program plan. Both students and faculty can access the electronic program plan. Faculty have access to the student transcripts in a centralized system called Knowledge Lake.

Student Access to Faculty

Faculty provide hands-on academic and professional support for students and are accessible before and after class, during office hours. Students are welcome to stop in and visit faculty outside of official office hours. Faculty have offices on campus and provide contact information (email, phone numbers and office hours) to all currently enrolled students. The department web site also lists our email and phone numbers. The departmental syllabus template includes a section for office hours and contact information as well. During COVID, faculty have expanded virtual office hours and used Zoom and other technologies to engage with students.

Department of Leadership Education



Course Number:	LDRS 618 (also EL 789)
Course Title:	Scholarship
Instructor:	Steve Baule
Office:	Helble Hall 301
E-mail:	steven.baule@winona.edu
Office Phone:	507-457-5375
Office Hours:	M, T, W, TH: 12:00 to 3:00 p.m. Call me anytime between 9:30 a.m. and 8:00 p.m., M to TH; 9:30 a.m. to Noon on Fridays. E-mail me anytime.
Department:	Leadership Education
Class Meetings:	Thursdays 5:30 to 7:30
Locations:	Online

Facilities

The Leadership Education Department is primarily located in WSU’s new Education Village in Winona. Each faculty member has office space. In addition, there are ample conference spaces, meeting rooms, and other support spaces beyond classroom space. In addition, facilities are available in WSU’s Heinz Center in Rochester and WSU Broadway campus.

Standard 3C: Field Experience Supervision

Every intern is assigned site supervisor(s) and university supervisor. University supervisors are WSU faculty members. Site supervisors are licensed and practicing education administrators qualified to mentor principal or superintendent interns.

WSU Leadership Education views the internship experience as formative. A supervisor/mentor guides the intern's development via coaching and advising. The relationship is a mutually rewarding endeavor.

Responsibilities of Intern Supervisors

Supervisor responsibilities and essential functions are listed in the Practicum/Internship Handbook (See Appendix I). Highlights include:

University Supervisor

- Make certain the intern understands his or her responsibilities
 - orientation, course materials, forms, expectations
- Approve assignment of the Site Supervisor
 - help him or her understand role and responsibilities
- Ensure the intern has liability coverage before the internship begins
 - Meet with the intern and the site supervisor
 - formulate the Internship Agreement
 - experiences/tasks authentic to the role and based on BOSA competencies
- Monitor the intern's progress, and provide constructive feedback
 - regularly review the Reflective Journal and Activity Log
 - contact the intern and/or Site Supervisor whenever a concern arises
- Collect, review, respond to and file course assignments
 - Activity Log, Reflective Journal, Commentaries, Building/District Profile, Action Research Project
- Near end of the internship, meet with intern and his or her Site Supervisor (Final Visit)
 - discuss challenges and achievements
 - review/verify completion of the assigned tasks (per Internship Agreement)
 - recommend areas for further development (knowledge, skills, dispositions)
- Maintain an official record of the Internship Agreement, and all work products

Site Supervisor:

- Do not begin the internship until the intern provides proof of liability coverage
- Help the intern formulate his or her Internship Agreement
 - Experiences/tasks authentic to the role and based on BOSA competencies
- Meet with the intern and his or her University Supervisor (First Visit)
 - finalize the Internship Agreement
- Mentor the intern, monitor and document progress
 - teach specific skills; provide opportunities to assume increased responsibility
 - help intern gain a leadership perspective

- provide accurate and honest feedback
- contact the University Supervisor whenever you have a concern
- Near end of the internship, meet with intern and the University Supervisor (Final Visit)
 - discuss challenges and achievements
 - review/verify completion of the assigned tasks (per Internship Agreement)
 - recommend areas for further development (knowledge, skills, dispositions)

Faculty - Supervisor Communication

At a minimum, the University Supervisor is expected to communicate with the intern's Site Supervisor while formulating the Internship Agreement (First Visit) and to formally assess the intern's performance (Final Visit). Both events are recorded on the Internship Agreement form.

The University Supervisor keeps a record of all communication with the Site Supervisor and intern throughout the internship [*examples* artifacts 3C.3-4]. Communication also takes place between the University Supervisor and student via the reflective journal process. This journal provides the University Supervisor regular insights into the intern's learning experience, including challenging situations, noteworthy achievements, and leadership growth.

The university supervisor will schedule a conference whenever they suspect a problem. Likewise, the site supervisor and intern are encouraged to contact the university supervisor to discuss their concerns.

Practitioner Input

The Advisory Council addresses the entire licensing program, including internships. Many are former WSU candidates who experienced the internship component first-hand. Some have also served as Site Supervisors. Feedback from Site Supervisors is solicited during the Final Visit (e.g., procedures, requirements, overall experience). Also, the Licensing Review Panel focuses a great deal on each candidate's internship as that experience is important to assessing his or her readiness to assume a leadership role. In sum, practitioner input is provided largely from Site Supervisors, the Advisory Council, and the Licensing Review Panel. Members from each group include practicing K-12 leaders.

Summary

Every intern has a site supervisor and university supervisor. Although the internship is near the end of a candidate's program, the focus of that experience is formative. As such, supervisors mostly act as mentors and coaches. Through various ways, they are brought together as a team to help the candidate develop into an effective leader.