Our mission is to prepare inspired educational leaders’ heads, hands, and hearts to bless and build God’s children now and in the future. We not only prepare students for future learning and leading, but support them in improving their current contexts, whatever those may be. Assignments are not merely an academic exercise, but a real leadership opportunity in a real context that results in real improvement.
We seek to cultivate a balance between:

**Heads:** We challenge our students to develop clear, critical and innovative thinking by engaging high quality research, foundational theory and current problems of practice.

**Hands:** Our students learn skills by doing, through practical leadership experiences, supported and supervised by qualified professionals.

**Hearts:** We ground everything we do in love and faith, believing we have a sacred stewardship to bless all of God’s children through education.
WE COMMIT

to the following:

- **Authentic Partnership** with school districts in designing, delivering, and improving our program.

- **Curriculum that Reflects the School Year** so that topics, assignments, and coursework happen at approximately the same time as they would during a school year.

- **High Quality Pedagogy & Delivery** that employs a variety of engaging, student-centered strategies. We will appropriately leverage online platforms to enhance quality and flexibility.

- **Authentic Assignments & Assessments** that are field-based, and completed in the actual context of schools.

- **Rigorous Internships & Field Experiences** that require students to observe, participate, & lead within schools with the support of a trained mentor principal & internship supervisor.

- **Ongoing Mentorship & Development** that continues to provide leadership development and support to graduates and to seek feedback from them that will improve preparation of future leaders.
Brigham Young University was founded on Brigham’s charge to Karl G. Maeser “not to teach even the alphabet or the multiplication tables without the spirit of God.”

BYU has been committed to preparing educators from its earliest days as an Academy. Maeser created a “Normal Department” for preparing teachers his very first year. In addition, Maeser also offered in-service training to the district teachers that first year. He built many of his basic educational teachings on the ideas of Johann Heinrich Pestalozzi, the great Swiss educational reformer of the 18th Century. Pestalozzi believed in the education of the whole child by integrating three fundamental aspects of human development: the head, the heart, and the hand.

These aspects represented the intellectual, spiritual and practical dimensions of life. The balance between them was vital; to neglect any of these dimensions by over stressing any other, would only bring distorted results. Maeser wrote it this way: “The highest aim of true education lies in the endeavor to cultivate the head, heart, and hand, in the knowledge of and in the voluntary obedience to the laws of the True, the Good, and the Beautiful, for therein consists the heaven-inherited right of free agency” (1898, pp. 115-116).
The School Leadership Program in the BYU Department of Educational Leadership & Foundations embraces Maeser’s early legacy. We aspire to be disciples of Jesus Christ who love God with all our heart (our spiritual core, intentions, desires and feelings), might (the resources and materials available to us), mind (our thoughts, theories, knowledge and mental capacity) and strength (the physical and mental energy we possess). We demonstrate this love by serving our fellow beings, considering each to be a cherished child of a loving God. We strive to bless and build students’ heads, hands, and hearts, while also relying on the powers of heaven in their leadership. We hope that students will similarly bless and build others through their work as educational leaders and disciples of Christ.
The BYU School Leadership Program is closely aligned with the Utah Educational Leadership Standards (UELS) as well as national leadership standards (NELP, PSEL). Our students promote student and teacher success and wellbeing through mastering each of the following leadership standards:

**Visionary Leadership**
Facilitates the development, articulation, implementation, and stewardship of a shared vision.

**Teaching & Learning**
Support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment.

**Management of Learning**
Manage school operations and resources.

**Community Engagement**
Engage families and the community in order to create an inclusive, caring, safe, and supportive school environment.

**Ethical Leadership**
Act ethically and professionally.

**School Improvement**
Act as agents of continuous improvement and foster a professional community of teachers and staff.

**Equity & Cultural Responsiveness**
Honor the heritage and background of each student, use culturally responsive practices, and strive for cultural competency and equity of educational opportunity.
SKILLS & DISPOSITIONS

(Hand & Heart)

We have worked closely with our district partners to identify the essential leadership skills and dispositions needed for our graduates to effectively enact the content in the Utah Educational Leadership Standards. Students in our program will have many opportunities to apply and practice the skills and dispositions of school leadership through internships and coursework. Students will receive feedback and support in the development of these skills and dispositions from classmates, colleagues, mentors, and professors.

Collaborative Culture Builder
Intentionally develops safe cultures of collaboration based on trust, respect, love, and candor.

Caring Communicator
Openly and proactively uplifts others through clear, compassionate, consistent communication.

Continuous Learner
Consistently seeks opportunities for increasing capacity through reflection, evidence, and feedback.

Creative Problem Solver
Curiously seeks innovative ways to push the status quo for improvement.

Competent Professional
Reliably delivers high quality work in organized, timely, and dependable ways.

Citizen of Character
Compassionately leads with faith & character with a sense of stewardship toward God and each of His children.
Our Curriculum is organized into five modules over five terms, and is intended to be completed in 14 months. While it is impossible to prepare students for all of the rigors of school leadership in one year, we are confident that they will leave our program significantly better than they entered, with heads, hands, and hearts ready to bless and build God’s children. Here is the basic scope and sequence of our curriculum.

**PROGRAM OUTLINE**

**SPRING 1: FOUNDATIONS OF LEADERSHIP**
Who am I as a leader? How do we lead a school with an inspiring shared vision of deep learning for students & educators?

**SPRING 2: LEADING WITH HEAD, HAND, & HEART**
How will we lead with head, hand, & heart to bless & build God's children now & in the future?

**WINTER: LEADING ADULT LEARNING & COHERENT SYSTEMS**
How do we coherently build the capacity of the adults & the system to support our shared mission?

**SUMMER: FOUNDATIONS OF MANAGEMENT**
How do we effectively manage resources, evidence, and tools to support our shared mission?

**FALL: LEADING SCHOOL IMPROVEMENT**
How do we lead a process of diagnosis, analysis, planning, & implementation that supports our shared mission?
SPRING 1: FOUNDATIONS OF LEADERSHIP

During the first term of the program we will provide the needed foundations of leadership that will support your learning throughout the rest of the program and beyond. Pete Carroll claims: “A clear, well-defined philosophy gives you the guidelines and boundaries that keep you on track” (2016, p. 62). Truly, we as “Humans are wired to seek meaning in everything we do, whether we’re sitting in an office, hiking in the mountains, or eating dinner with the family. Passion for a cause fuels energy, intelligence, and creativity” (McKee, 2018, p. 7). The overarching purpose of this term is to build a foundation in the most important theories, frameworks, and practices of faith-based leadership. The overview of the work you will be asked to complete during this first term of study can be summarized with the following question: Who am I as a leader? How do we lead a school with an inspiring shared vision of deep learning for students & educators?

Connecting the Semester to the Program’s Objectives
All of the courses are designed to prepare inspired educational leaders that bless and build God’s children now and in the future. The course in this term is foundational in preparing a well-rounded leader.

Head: As students learn about the foundational theories and frameworks, it will provide them with the knowledge needed to make sense of different leadership scenarios and contexts.
Hand: Students will be asked to practice the foundational theories through case studies, simulations, and interacting with real schools.
Heart: Students will dig deeply into their own philosophies of education and the bigger why behind schools, leadership, and assessment & evaluation.

Major Projects and Assignments
The three major assignments that students will complete are:
1. Ideal School Proposal
2. Personal Leadership Development Plan (based on results from VIA Strengths Finder, School Leader Dispositions Survey, & Culturally Responsive Leadership Inventory)
3. Ideal School Proposal

Desired Outcomes
The desired outcomes for this term are below. Students will:
1. Clarify and articulate their personal mission, vision, values, and goals as an educator.
2. Learn the foundational theories & practices of leadership.
3. Create a plan for how they will build an inspiring shared mission and vision of deep learning in a school.
4. Propose innovative approaches for pursuing your school’s shared mission and vision by creating an “ideal school.”

Deep Learning Framework

WAS IS COULD BE SHOULD BE WILL BE
Leadership and management are mutually reinforcing. Effective principals are good managers and leaders. Sir Ken Robinson observed: “Leadership is about vision; management is about implementation. Both are essential” (2015, p. 186). Similarly, Michael Fullan and Lyle Kirtman claimed: “We have never seen a great leader who was not also an effective manager” (2019, p. 51). Principals must effectively manage and leverage human, fiscal, intellectual, and physical resources to support their leadership of the shared school mission and vision in serving diverse stakeholders. This term we will focus on answering the question: **How do we effectively manage resources, evidence, and tools in support of our shared mission?** Principals must also find ways to assess the impact of these efforts. This term will focus on some of the foundational frameworks that will guide your leadership throughout the rest of the program and beyond. Here are some of these frameworks:

- Four Frames (Bolman & Deal)
- Datawise Improvement Process (Harvard)
- Continuous School Improvement (Victoria Bernhardt)

This semester includes the following courses:

- **EDLF 614**: Education of Diverse Populations
- **EDLF 627**: Principal’s Role in Leading a Learning Community
- **EDLF 676**: Data Driven Decision Making I: Concepts & Processes
- **EDLF 688R**: Administrative Internship

**Desired Outcomes**

This term is structured to allow you the following experiences.

1. Examine personal, historical, and systemic assumptions, structures, & practices that promote equity based on several factors (culture, race, ethnicity, SES, sexual orientation, etc.); employ appropriate strategies for challenging systems that reinforce models of inequity in education.

2. Be prepared to analyze and improve the structural, human political, symbolic, and cultural frames of schools.

3. Develop the data literacy and dispositions needed to authentically assess and evaluate their school’s progress.

**Connecting the Semester to the Program’s Objectives**

All of the courses are designed to prepare inspired educational leaders that bless and build God’s children now and in the future. The course in this term is foundational in preparing a well-rounded leader.

**Head:** You will master the foundational theories, frameworks, and tools that will help you diagnose the current state of your school.

**Hand:** You will make plans for the application of these foundational theories and frameworks in diagnosing the current state of your school during upcoming fall and winter semesters.

**Heart:** You will dig deeply into your own philosophies of education and the bigger why behind school organizations, equity, and data-informed decisions.

**Major Projects and Assignments**

The three major assignments that students will complete are:

1. Equity Diagnosis & Strategic Inclusion Plan
2. Four Frames & School Culture Diagnosis Plan
3. Student Learning Diagnosis Plan
FALL: LEADING SCHOOL IMPROVEMENT

Ken Leithwood observed, "'Leadership for learning' can be described relatively simply--but accurately--as the process of (a) diagnosing the status of potentially powerful learning conditions in the school and classroom, (b) selecting those learning conditions most likely to be constraining student learning in one's school, and (c) improving the status of those learning conditions" (2019, pp. 37-38). This semester we will really start applying a lot of the foundational learning gained during the first two terms. The overarching purpose of this term is to diagnose the current state of the school, identifying the greatest strengths and opportunities, and then working with the school community in school improvement planning and implementation. We will work toward answering the following question: How do we lead a process of diagnosis, analysis, planning, and implementation that supports our shared mission?

This semester includes the following courses:

- **EDLF 610:** Human Resource Management
- **EDLF 677:** Assessing Outcomes at Multiple Levels
- **EDLF 688R:** Administrative Internship, 1 credit
- **EDLF 635R:** Internship Seminar, 0.5 credits

**Desired Outcomes**

This semester is structured to allow you the following experiences. Use the knowledge and skills acquired during spring and summer terms to:

1. Conduct a student learning diagnosis.
2. Conduct a school management diagnosis.
3. Synthesize the combined findings of these various diagnoses to identify to school's greatest areas of need.
4. Leverage the school's physical, fiscal, technological, and time resources in ways that support teachers in pursuing the school's shared improvement efforts.
5. Recruit, hire, support, develop, retain, and as needed, remediating personnel.
6. Working with relevant stakeholders, co-design school improvement plans that address the school's greatest areas of need.

**Connecting the Semester to the Program’s Objectives**

We will help you reflect on past learnings and will introduce you to additional theories and frameworks that will support the development of your head, hand, and heart.

**Head:** You will learn about effective resource management, school improvement planning, and balanced evidence-based analysis and decision making.

**Hand:** You will diagnose your internship school, work with teachers, parents, and students in creating an improvement plan.

**Heart:** You will diagnose your internship school, and work with teachers, parents, and students in creating an improvement plan.

**Major Projects and Assignments**

The three major assignments that students will complete are:

1. Student Learning Diagnosis
2. School Management Diagnosis
3. School Improvement Plan
DuFour & colleagues assert, “The best way to improve student learning is to invest in the learning of the adults who serve them” (2008, p. 19), pointing to the need for high-quality professional development. Such high-quality student and adult learning “must take place within, and across, each level of the organization” (Scribner, et al., 2007, p. 96), rather than in disconnected, discrete chunks. As Harvey and Holland teach, “The research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal” (2012, p. 3). Similarly, Margaret Grogan observed: “Vision without systems thinking ends up painting lovely pictures of the future with no deep understanding of the forces that must be mastered to move from here to there” (2013, p.11). This semester will focus primarily on answering the following question: How do we coherently build the capacity of the adults and the system to support our school improvement plans?

Desired Outcomes
The purpose of this semester is to support school improvement plans and efforts by building the capacity of adults and systems in the following ways:

1. Develop a growing understanding of educational law, policy, and politics in order to promote practices that afford learners an equitable education, while leveraging and influencing decision makers outside of the school to support school improvement efforts.
2. Foster the collective intelligence and efforts of teachers, parents, & community in pursuing improvement plans.
3. Building the capacity of adults through meaningful professional development.

Connecting the Semester to the Program’s Objectives
All of the courses are designed to prepare inspired educational leaders that bless and build God’s children now and in the future. We will introduce you to additional theories and frameworks that will support the development of your head, hand, and heart.

Head: You will develop foundational knowledge of adult learning, professional development, teaming, coaching, and systems.

Hand: You will be asked to diagnose your school’s approach for developing adults’ capacity as well as the system supports in place to build the knowledge, skills, and dispositions of adults.

Heart: Your mission, vision, values, and goals will be put to the test and solidified through boots-on-the-ground experiences in leadership.

Major Projects and Assignments
The two major assignments that students will complete are:

1. Professional Development Diagnosis
2. School Improvement Plan Report
SPRING 2: HEAD, HAND, AND HEART

Congratulations! You have successfully made it to the end of this chapter of your educational leadership journey. However, you should also know that, in many ways, the actual journey is only just beginning. This final course is meant to serve as the culminating educational experience that brings all of the theory (head), skills (hand), and dispositions (heart) together to illuminate you as future leaders as to how you can achieve the stated goal of blessing and building all of God’s children now and in the future. This semester includes the following course:

EDLF 601: Leadership for Learning Communities

This final course is structured to allow you the following experiences:

1. Revisit the primary learnings you’ve experienced up to this point in the program.
2. Revisit leadership self-assessments taken earlier in the program.
3. Complete and present the culminating assignments.

Desired Outcomes

The desired outcomes for this term are:

1. Reflect on progress made on your personal development plans made at the beginning of the program (Retake Dispositions Survey, VIA Character Strengths, and IDI)
2. Conduct an appreciative inquiry or SOAR Analysis of your personal leadership (Strengths, Opportunities, Aspirations, & Response) and present those in your Leadership Portfolio.

Major Projects and Assignments:

The three major assignments that students will complete are:

1. Individual Leadership Project (ILP)
   As you go through the process of diagnosis and school improvement planning, you will choose one area of the school improvement plan to work on with your principal during your internship.

2. Internship Portfolio
   This portfolio will be put together in TaskStream and be part of your overall culminating program evaluation. There are three parts of this portfolio.
   Part 1, Standards Artifacts: You will gather artifacts and evidence that demonstrate your engagement, experience, and mastery of each of the Utah Educational Leadership Standards.
   Part 2, Standards Reflection: For each of the Utah Educational Leadership Standards you will write a summary to be included in your Internship Portfolio.
   Part 3, Leadership Growth Plan: Relying on what you’ve learned about yourself in courses, internships, and leadership surveys, reflect on your growth throughout the program in knowledge (head), skills (hand), and dispositions (heart). Share some of your goals for future growth and development and how you might work toward those goals.

3. Comprehensive Presentation
   You will be given a realistic scenario to work through with other students in your cohort. As a team, you will problem-solve this scenario and present your proposed solutions to a panel of BYU professors and district leaders.
STUDENT INTERNSHIPS

Your internships are critical to your preparation as school leaders. In fact, most of the assignments can only be completed in your internships. Internships will directly support and mirror your learning in your coursework. We have an internship hour requirement of 250 hours. You will sign up for one credit of EDLF 688R during the summer, fall, and winter for a total of 3 credits of EDLF 688R. Here’s how that internship will look:

**Summer: EDLF 688R (1 credit)**
During the first month and a half of summer term you will engage in an administrative internship at a level opposite from the level at which you usually work (elementary teachers will work in a secondary setting and vice versa). During the second half of the summer you will work with your resident school principal preparing for the upcoming school year (PD, budgets, schedules, PR, improvement planning).

**Fall/Winter: EDLF 688R (1 credit each semester), EDLF 635R (0.5 credits each semester)**
You will continue working in your own school as interns throughout the school year, diagnosing the school, working on school improvement, and building capacity of the adults and system.

![Field-Based Experiences.](Diagram)

Field-Based Experiences. We will engage in targeted field trips that will enhance student learning, vision, and networks (visits to innovative schools, district office, state board, state legislature, etc.).

Mentor principal training. Each mentor principal will be trained in how to mentor and support you as an administrative intern. Mentor principals will be oriented on how to conduct mentor principal evaluations in a way that supports your growth and development. They will also be trained on how to support you in your Internship Leadership Project and the Internship Portfolio. The BYU internship supervisor will provide ongoing communication and support to mentor principals to ensure that they can best support you.

Semester visits. You will be visited at least twice a semester by a BYU internship supervisor. This internship supervisor will meet with you and mentor principal to ensure that you are completing internship expectations and receiving the necessary support and mentoring.

Internship seminar. You will sign up for 0.5 credits of EDLF 635R during the fall and winter semesters. Your internship supervisor will hold 7–8 one-hour internship seminars during the fall and winter semesters for a total of 15 seminars. These seminars are designed to provide support for you in your internships, help you prepare for your final culminating experiences, and to transition into school leadership positions.

Internship Portfolio. You will compile a school leadership portfolio of artifacts throughout the program. Your internships will be the primary source of content for this portfolio. The portfolio is organized by the seven Utah Educational Leadership Standards.
## COURSE STUDY LIST

### PRINCIPAL LEADERSHIP CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLF 601</td>
<td>Leadership for Learning Communities</td>
<td>Clarify and articulate personal mission, vision, values, and goals. Learn the foundational theories &amp; practices of leadership. Propose innovative approaches for pursuing school’s shared mission and vision by creating an “ideal school.”</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 627</td>
<td>Principal’s Role in Leading a Learning Community</td>
<td>Analyze and improve the structural, human, political, symbolic, and cultural frames of schools.</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 629</td>
<td>Supervisor’s Role in Improving Teaching &amp; Learning</td>
<td>Foster the collective intelligence and efforts of teachers, parents, &amp; community in pursuing improvement plans. Building the capacity of adults through meaningful professional development, teacher teams, leadership teams, student teams, &amp; parent teams.</td>
<td>3</td>
</tr>
</tbody>
</table>

### MANAGEMENT & DATA CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLF 610</td>
<td>Human and Resource Management for Learning</td>
<td>Conduct a school management diagnosis. Leverage the school’s physical, fiscal, technological and time resources in ways that support teachers in pursuing the school’s shared improvement efforts. Recruit, hire, support, develop, retain, and as needed, remediating personnel.</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 676</td>
<td>Data Driven Decision Making I: Concepts &amp; Processes</td>
<td>Develop the data literacy and dispositions needed to authentically assess and evaluate school’s progress.</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 677</td>
<td>Data Driven Decision Making II: Assessing Outcomes at Multiple Levels</td>
<td>Conduct a holistic student learning diagnosis. Synthesize findings to identify school’s greatest areas of need. Working with relevant stakeholders, co-design school improvement plans that address the school’s greatest areas of need.</td>
<td>3</td>
</tr>
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### EQUITY & SOCIAL JUSTICE CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLF 614</td>
<td>Education of Diverse Populations</td>
<td>Examine personal, historical, and systemic assumptions, structures, &amp; practices that promote equity based on several factors (culture, race, ethnicity, SES, sexual orientation, etc.), employ appropriate strategies for challenging systems that reinforce models of inequity in education.</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 622</td>
<td>Educational Law</td>
<td>Develop a growing understanding of educational law, policy, and politics in order to influence decision makers outside of the school.</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 668</td>
<td>Philosophical Foundations of Education</td>
<td>Examine your own philosophy of leadership and education, ethical dilemmas in leadership, Christlike leadership, and plans for future development.</td>
<td>3</td>
</tr>
</tbody>
</table>

### INTERNSHIP REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLF 688R</td>
<td>Field Practicum (250 internship hrs required)</td>
<td>You will sign up for one credit of EDLF 688R during the summer, fall, and winter for a total of 3 credits of EDLF 688R.</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 635R</td>
<td>Internship Reflective Seminar</td>
<td>You will sign up for 0.5 credits of EDLF 635R during the fall and winter semesters. Your internship supervisor will hold 7-8 one-hour internship seminars during the fall and winter semesters for a total of 15 seminars.</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL:** 31 HOURS
President Joseph Fielding Smith taught that “it is our duty to be better today than we were yesterday, and better tomorrow than we are today” (Doctrines of Salvation, p. 18). Like you, we as a program are committed to continuous improvement. Some of the best ways to facilitate such improvement is through targeted feedback, deep reflection, and ongoing support. Surely “the best leaders want critical feedback so they can improve. They do not fear it but crave it” (Kirtman & Fullan, 2016, p. 59)!

**SELECTION**
- Online Application
- In-Person Interviews
- Group Interactions
- References

**SPRING 1 & SUMMER**
- Intercultural Development Inventory (IDI)
- VIA Signature Strengths
- Disposition Survey
- Mentor Evaluation
- Portfolio Goals

**FALL/WINTER**
- Disposition Survey
- Mentor Evaluation
- Portfolio Goals
- Internship Leadership Project
We will seek to provide you with rich feedback from many sources, and will also seek feedback from you, your district, and your supervisors. There will be many opportunities for self-assessment, reflection, and goal setting through a variety of instruments (surveys, self-assessments, inventories, etc.). Please make time to provide this feedback, and to reflect on the feedback you receive. Robert Garmston (2009) warns, “Anyone too busy to reflect on one’s practice is also too busy to improve.” It won’t do you or your future any favors to sugar coat the feedback from these instruments. As Kerry Patterson and colleagues point out, “When it comes to getting feedback, you don’t need accomplices who pretend that your current skill set is just dandy. You need honest coaches who will tell you where you need to improve” (2011, p. 150). As we complete these feedback instruments shown below, we can embody the old Quaker proverb, “Thee lift me and I’ll lift thee, and we’ll ascend together.”
# SCHOOL LEADERSHIP PEDAGOGIES

<table>
<thead>
<tr>
<th>PEDAGOGICAL APPROACH</th>
<th>PEDAGOGICAL APPROACH EXPLAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING, LECTURES, &amp; WRITING</td>
<td>Relevant readings, focused lectures, and reflective writing</td>
</tr>
<tr>
<td>PERSONAL NARRATIVES</td>
<td>Sharing applicable &amp; illustrative stories &amp; experiences</td>
</tr>
<tr>
<td>VIDEO OBSERVATION</td>
<td>Viewing and debriefing video examples and non-examples</td>
</tr>
<tr>
<td>UNIFORM CASE STUDIES</td>
<td>Everyone working through the same case study</td>
</tr>
<tr>
<td>CUSTOMIZED CASE STUDIES</td>
<td>Customizing case study contextual factors to provide a wide array of virtual experiences otherwise unavailable</td>
</tr>
<tr>
<td>DIGITAL SIMULATIONS</td>
<td>Cases that offer realistic choices, real-time feedback &amp; time-delayed consequences</td>
</tr>
<tr>
<td>CLINICAL SIMULATIONS</td>
<td>Simulated experiences with actors trained to customize response based on student decisions during simulation</td>
</tr>
<tr>
<td>FIELD OBSERVATION</td>
<td>Observing real cases and scenarios in the field; debriefing with mentors &amp; colleagues</td>
</tr>
<tr>
<td>ACTION RESEARCH/PBL</td>
<td>Using theories and frameworks from coursework to address a meaningful problem of practice</td>
</tr>
<tr>
<td>COURSE-EMBEDDED, CLINICALLY ENACTED</td>
<td>Applying theories and frameworks from coursework content in the internship as directed by instructor</td>
</tr>
<tr>
<td>INTERNSHIPS &amp; RESIDENCIES</td>
<td>Making meaningful connections to course theories based on experiences &amp; complexities intense internship as they come</td>
</tr>
</tbody>
</table>
We are committed to employing and providing a diverse range of pedagogical approaches and experiences to students throughout the program, some of which are detailed below.

<table>
<thead>
<tr>
<th>CONTEXTUAL VARIABILITY</th>
<th>SOURCES OF FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge &amp; Skills in Abstract</td>
<td>Vicarious Experience with Hypothetical Feedback</td>
</tr>
<tr>
<td>Hypothetical Problems</td>
<td>Virtual Experience With Feedback Based on Simulation Artifacts</td>
</tr>
<tr>
<td>Real Life Problems</td>
<td></td>
</tr>
<tr>
<td>Field Based Applications</td>
<td></td>
</tr>
<tr>
<td>Knowledge &amp; Skills in Practice</td>
<td>Lived Experience Based on Real-Time Feedback</td>
</tr>
</tbody>
</table>

Based on a model developed by Sara Dexter, University of Virginia; presented at UCEA Annual Conference, November 2018
# SCHOOL LEADERSHIP DISPOSITION SELF ASSESSMENT

<table>
<thead>
<tr>
<th>Name:</th>
<th>Cohort:</th>
</tr>
</thead>
</table>

| 1 - Almost Never | 2 - Seldom | 3 - Sometimes | 4 - Often | 5 - Almost Always |

<table>
<thead>
<tr>
<th>COLLABORATIVE CULTURE BUILDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I extend trust and build positive relationships with others.</td>
</tr>
<tr>
<td>2. I consistently express gratitude, love, and concern for others.</td>
</tr>
<tr>
<td>3. I use coalitions to build capacity, ownership, and accomplish the school’s shared mission &amp; vision.</td>
</tr>
<tr>
<td>4. I distribute leadership, delegate, and hold others accountable.</td>
</tr>
<tr>
<td>5. I foster a culture of optimism, positivity, and appropriate humor.</td>
</tr>
<tr>
<td>6. I seek multiple perspectives and check for personal bias in making decisions.</td>
</tr>
<tr>
<td>7. I foster candor, respect, and safety among team members.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CARING COMMUNICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. I seek to listen to and understand before responding.</td>
</tr>
<tr>
<td>9. Others feel safe, uplifted, and inspired in communicating with me.</td>
</tr>
<tr>
<td>10. I advocate for those whose voices and viewpoints may not generally be heard.</td>
</tr>
<tr>
<td>11. I hold successful crucial conversations when needed.</td>
</tr>
<tr>
<td>12. I proactively and frequently communicate in a variety of purposeful ways.</td>
</tr>
<tr>
<td>13. I address conflict in a timely, inspiring, and appropriate ways.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTINUOUS LEARNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. I willingly seek feedback, help, and advice when needed.</td>
</tr>
<tr>
<td>15. I proactively build my own capacity through regular reading, conferences, networking, etc.</td>
</tr>
<tr>
<td>16. I am humbly persistent when things don’t go well and I learn from my mistakes.</td>
</tr>
<tr>
<td>17. I consistently take time to reflect on my practice.</td>
</tr>
<tr>
<td>18. I make decisions consistent with current research and best practices.</td>
</tr>
<tr>
<td>19. I flexibly examine my own practices and beliefs when other solid evidence is presented.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CREATIVE PROBLEM SOLVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. I consult varied credible sources before making a decision.</td>
</tr>
<tr>
<td>21. I reach out to and network with others outside of my immediate sphere of influence.</td>
</tr>
<tr>
<td>22. I evaluate proposals based on sound logic and solid evidence rather than popular opinion.</td>
</tr>
<tr>
<td>23. I approach complex problems &amp; situations with curiosity and invite many ideas from others.</td>
</tr>
<tr>
<td>24. I appropriately take risks, push the status quo, and innovate to support improvement.</td>
</tr>
<tr>
<td>25. I am courageously decisive.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPETENT PROFESSIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. I am professional in my appearance, dress, and attendance.</td>
</tr>
<tr>
<td>27. I do high quality work and complete tasks and assignments on time.</td>
</tr>
<tr>
<td>28. I am dependable and have integrity. Others can trust me to follow through in a timely way.</td>
</tr>
<tr>
<td>29. I organize and use my time well. I do not procrastinate.</td>
</tr>
<tr>
<td>30. I make decisions based on what is best for students.</td>
</tr>
<tr>
<td>31. I avoid gossiping and complaining.</td>
</tr>
<tr>
<td>32. I keep confidences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CITIZEN OF CHARACTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. I am kind and see the best in others.</td>
</tr>
<tr>
<td>34. I am open, honest, and candid in ways that inspire trust and hope.</td>
</tr>
<tr>
<td>35. I treat others fairly and equitably, regardless of diverse opinions, lifestyles, or backgrounds.</td>
</tr>
<tr>
<td>36. I communicate a sense of optimism and hope about education and its future.</td>
</tr>
<tr>
<td>37. I feel a deep sense of meaning and purpose in my work.</td>
</tr>
<tr>
<td>38. I consistently attend to my own physical, mental, emotional, and spiritual wellbeing.</td>
</tr>
<tr>
<td>39. I consistently seek the Lord’s guidance in my leadership and decisions.</td>
</tr>
<tr>
<td>40. I view and treat everyone as a child of God with infinite potential and worth.</td>
</tr>
</tbody>
</table>

Please set a few reasonable goals:
SCHOOL LEADERSHIP PROGRAM MASTER RUBRIC
MENTOR PRINCIPAL EVALUATIONS, INTERNSHIP LEADERSHIP PROJECT, & CULMINATING PORTFOLIO

The BYU School Leadership Program uses one overarching rubric to assess your mastery of the Utah Educational Leadership Standards. The following describes how this rubric is to be used in assessing and evaluating student mastery.

**BYU Student**
Must provide evidence in their leadership portfolio, comprehensive presentation, and mentor principal evaluations demonstrating an “Effective” level for each standard.
Must provide evidence on the Internship Leadership Project (ILP) in the “Visionary Leadership” standard of “Highly Effective”.

**Mentor Principal**
Mentor principals should review this rubric with administrative intern at the beginning of and throughout the internship.
Mentor principals should use this rubric to evaluate the administrative intern at the end of the internship.

**BYU Professors**
Student’s assigned chair and internship supervisor use the “Visionary Leadership” standard to evaluate students’ ILP.
Student’s assigned chair and one other professor use this rubric to evaluate students’ leadership portfolio and comprehensive presentation at the end of the program.

**General Directions:**
In order for a student to earn of either “2-Effective” or “3-Highly Effective,” all of the items in the previous column must be met.

**Directions for BYU Students:**
You will use this rubric to guide your Internship Leadership Project (ILP), mentor principal evaluations, and comprehensive leadership portfolio & presentation. The scores on these activities will not be part of your grades in any course.

- **Internship Leadership Project (ILP)** – Following the guidelines provided for the ILP, you will need to provide evidence of “Highly Effective” leadership in the standard of “Visionary Leadership”.
- **Mentor Principal Evaluation** – Your mentor principal will evaluate your effectiveness using this rubric. You will need to provide evidence to your mentor that demonstrates your level of effectiveness in each standard. You will need to at least meet the “Effective” level on each standard to pass this evaluation.
- **Leadership Portfolio Review** – You will need to provide evidence to professors within the School Leadership Program that demonstrates your level of effectiveness in each standard. This will include a combination of course assignments, internship activities, and other relevant evidence. You will need to at least meet the “Effective” level on each standard to pass this portfolio review and comprehensive presentation.

**Directions for Evaluators:**
- Please mark every indicator met within each standard. There may be some indicators met at a higher standard, even if not all indicators at a lower standard are not met.
- If evidence is not provided as listed in the emerging, effective, or highly effective columns, then students should be marked as “insufficient” in that standard.
- Please take time to review your evaluation with the BYU student. Review and reflect on strengths, opportunities, aspirations, and best next steps.
# SL Program Master Rubric

<table>
<thead>
<tr>
<th>0 INSUFFICIENT</th>
<th>1 EMERGING</th>
<th>2 EFFECTIVE</th>
<th>3 HIGHLY EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visionary Leadership (UELS 1.1-1.5/PSEL 1/NELP 1, CAEP A.1.1)</td>
<td>__Provided insufficient evidence</td>
<td>__Collect Data</td>
<td>AND __Collaborate with Stakeholders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Analyze Data</td>
<td>__Implement Short-Term Goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Use Data</td>
<td>__Implement Long-Term Goals</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; Learning (UELS 2/PSEL 4/NELP 4, CAEP A.1.1)</td>
<td>__Provided insufficient evidence</td>
<td>__Review Utah CORE Standards</td>
<td>AND __Support Teachers in the use of Utah Core Standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Participate in Evaluating Teachers using Utah Effective Educator Standards</td>
<td>__Support Teachers in Improving Classroom Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Observe in a Variety of Classrooms</td>
<td>__Support Teachers in Improving Classroom Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Observe with a Variety of Collaborative Teams Within Professional Learning Communities</td>
<td>__Support Teachers in Use of Technology to Enhance Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Review Available Instructional Technology</td>
<td></td>
</tr>
<tr>
<td>Management for Learning (UELS 3/PSEL 9/NELP 6, CAEP A.1.1)</td>
<td>__Provided insufficient evidence</td>
<td>__Review available school resources</td>
<td>AND __Review comprehensive school safety plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Participate in a school safety drill</td>
<td>__Participate in a variety of student disciplinary issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__List qualities of a positive school climate</td>
<td>__Develop a philosophy for managing a school budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Review school budget</td>
<td>__Participate in all aspects of interviewing &amp; hiring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Participate in interviewing &amp; hiring</td>
<td></td>
</tr>
<tr>
<td>Community Engagement (UELS 4/PSEL 5 &amp; 8/NELP 5, CAEP A.1.1)</td>
<td>__Provided insufficient evidence</td>
<td>__Review available community resources</td>
<td>AND __Use community resources to promote student learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Demonstrate a welcoming disposition to students, families, &amp; community members</td>
<td>__Sustain meaningful relationship with families and communities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Establish meaningful relationship with families &amp; communities</td>
<td>__Work collaboratively with families to improve student learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Review school demographic data</td>
<td></td>
</tr>
</tbody>
</table>

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**SL Program Master Rubric**

- Visionary Leadership (UELS 1.1-1.5/PSEL 1/NELP 1, CAEP A.1.1) Facilitates the development, articulation, implementation, and stewardship of a shared vision that promotes each student’s academic success and well-being.
- Teaching & Learning (UELS 2/PSEL 4/NELP 4, CAEP A.1.1) Supports teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment.
- Management for Learning (UELS 3/PSEL 9/NELP 6, CAEP A.1.1) Manages school operations and resources to promote the success and well-being of faculty, staff, and students.
- Community Engagement (UELS 4/PSEL 5 & 8/NELP 5, CAEP A.1.1) Engages families and the community in order to create an inclusive, caring, safe, and supportive school environment.
<table>
<thead>
<tr>
<th>Ethical Leadership (UELS 5/PSEL 2, NELP 2, CAEP A.1.1)</th>
<th>0 INSUFFICIENT</th>
<th>1 EMERGING</th>
<th>2 EFFECTIVE</th>
<th>3 HIGHLY EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act ethically and professionally to promote each student’s academic success and well-being.</td>
<td>Provided insufficient evidence</td>
<td>Review Utah Educator Professional Standards</td>
<td>Consistently model ethical &amp; professional behavior (integrity, fairness, transparency, trust, etc.)</td>
<td>Promote ethical &amp; professional behavior in others (integrity, fairness, transparency, trust, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inconsistently model ethical &amp; professional behavior (integrity, fairness, transparency, trust, etc.)</td>
<td>Act in the best needs of students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop a personal code of ethics</td>
<td>Seek Divine guidance in leadership and decisions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching &amp; Learning (UELS 6/PSEL 6, 7, 10, NELP 7, CAEP A.1.1)</th>
<th>0 INSUFFICIENT</th>
<th>1 EMERGING</th>
<th>2 EFFECTIVE</th>
<th>3 HIGHLY EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act as agents of continuous improvement and foster a professional community of teachers and staff to promote each student’s academic success and well-being.</td>
<td>Provided insufficient evidence</td>
<td>Design professional learning opportunities for teachers or teams</td>
<td>Design and implement job embedded opportunities for professional learning</td>
<td>Implement &amp; sustain a positive school culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyze school culture &amp; structures</td>
<td>Make recommendations for improving school culture</td>
<td>Adjust practices &amp; structures to develop leadership capacity among teachers &amp; staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deliver actionable feedback about instruction</td>
<td>Develop leadership capacity among teachers &amp; staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Develop leadership capacity among teachers &amp; staff</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equity &amp; Cultural Responsive-ness (UELS 7/PSEL 3/NELP 3, CAEP A.1.1)</th>
<th>0 INSUFFICIENT</th>
<th>1 EMERGING</th>
<th>2 EFFECTIVE</th>
<th>3 HIGHLY EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honor the heritage and background of each student, use culturally responsive practices, and strive for cultural competency and equity of educational opportunity.</td>
<td>Provided insufficient evidence</td>
<td>Identify a marginalized group of students in a school</td>
<td>Identify systemic barriers impeding progress of marginalized students in a school</td>
<td>Work to eliminate systemic barriers impeding progress of marginalized students in a school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review school practices through a lens of social justice</td>
<td>Recommend changes to school-wide practices to promote fairness &amp; equity</td>
<td>Address needed changes to school-wide practices to promote fairness &amp; equity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Create a school environment in which each student can learn</td>
<td>Sustain a school environment in which each student can learn &amp; flourish</td>
</tr>
</tbody>
</table>
PROGRAM APPLICATION & ADMISSION

Each fall, several Program Information meetings are held at schools and/or district offices to inform potential students about the School Leadership Program. Dates and additional information are sent to districts.

Application Deadlines
The application deadline is February 1st each year and cohorts start Spring term (end of April). The BYU Graduate Studies application must be completed online before you can be considered for the School Leadership Program. When this application is complete, BYU Graduate Studies forwards it to the EDLF Department to be considered with your School Leadership Program application materials.

The BYU Graduate Studies Application Includes:
- Completed Graduate School Application & application fee ($50).
- Official transcript from every college/university attended. Minimum GPA of 3.0 required for your most recent 60 credit hours.
- Ecclesiastical endorsement
- 3 letters of recommendation
- Graduate Record Exam scores for those who do not already have a Master’s Degree. GRE scores should be no older than five years old.
- TOEFL score of at least 580 for students for whom English is a second language.

Ecclesiastical Endorsement
Graduate School applications require an Ecclesiastical Endorsement. LDS students must be endorsed by the bishop of the ward in which they live and which holds their current Church membership records. Non-LDS students may be endorsed by the local leader of their preferred religious denomination, the bishop of the LDS ward in which they live, or the nondenominational BYU chaplain. Continuing student ecclesiastical endorsements are due March 15 of each year.

BYU Honor Code
Each applicant must agree to live in harmony with the BYU Honor Code. Specific policies embodied in the Honor Code include (1) the Academic Honesty Policy, (2) the Dress and Grooming Standards, (3) the Residential Living Standards, and (4) the Continuing Student Ecclesiastical Endorsement.

Letter of Intent & Resume
In the letter of intent, applicants should clearly explain their purposes for seeking the BYU MEd degree in Educational Leadership. Given that this program is designed to prepare students for Administrative Licensure in the State of Utah, admission criteria include an applicant’s preparation and desire to become a school leader. Letters of intent should address applicants’ philosophy of education, academic preparation, and future career plans.
State of Utah Professional Educator License
Applicants must upload a PDF copy of their current professional educator license for the state of Utah (or its recognized equivalent: https://www.schools.utah.gov/licensing/). If applicants have been working in a different state, they may provide a copy of their current teaching license and evidence of three years of teaching experience in lieu of a Utah State professional educator license.

Admissions Decisions
The BYU School Leadership Program (MEd) evaluates candidates in several key areas through an initial paper screening of the submitted application. The primary areas evaluated are:

- Leadership experience (team leader, committee member, etc.)
- Teaching experience
- Professional recommendations from references
- Scholarship (GPA & GRE*) *GRE only required if you do not already have a Master’s degree.

Competitive applicants will be invited to participate in the Campus Screening process which provides additional information for the program application. The screening provides the Program the opportunity to meet applicants in person, and applicants have the opportunity to meet with faculty. The screening is held approximately during the month after the application deadline, and consists of a brief orientation, interviews with faculty and practicing school leaders, and a group interaction discussion. Given that this screening provides information for the admission decision, if applicants are out of state and unable to attend the screening, they should negotiate an alternative opportunity to meet with faculty via telephone, conference call or video chat. Applicants will be notified of the admissions decision within a few weeks after the screening. Applicants must notify the program of their admission acceptance in a timely manner. Applicants may be placed on a waiting list pending an open slot.

Program Orientation
A Program orientation meeting will be held prior to starting the program. Dates for program orientation will be included in the admission notification letter.

Academic Advisement
Upon admission, students will be assigned a Faculty Academic Chair. Students should consult with this advisor regarding the successful completion of academic curriculum and administrative internship. All program paperwork will need to be approved and signed by the faculty academic advisor. Students also have an Internship Supervisor that will help to facilitate the coordination and supervision of their administrative internships.
BYU ID Cards
When visiting the schools as a BYU student, you must always wear your Background Clearance Card. In order to get a card, you must first have a BYU ID card.*

1. Go to the BYU ID Center
   a. 1057 WSC (bottom floor around the corner from Studio 1030, the campus hair salon)
   b. Open M-F 8:30am to 5:30pm (except Tues from 10L45 to 12:05) Sat 10am to 12:00pm
2. You will need a photo ID (driver’s license or passport)
3. You will need to know your BYU ID number
   a. Log into myBYU
   b. Go to Campus Links > Communication > Personal Information
   c. Your ID Number is the 9-digit number on the left side of your screen
4. Wear colorful clothing to stand out against the white backdrop
5. Once you have your card, we’ll take it from there.

(*Don’t forget that your BYU ID card gives you free access to all UTA public transportation, bus or train, in Utah and Salt Lake Counties!)

BYU Badges & Fingerprinting
According to BYU McKay School of Education policy, students completing administrative internships will need to have a BYU ID badge and evidence of fingerprint background clearance in order to complete administrative internships in any school within the State. Even if the student is issued a “school” or “district” identification badge from the district, the student still needs to have an BYU ID badge to complete an internship at any school in the district. Students must always have a EPP ID identification badge when completing internship hours in any school. Students should obtain their BYU ID badge before the end of summer term.

Registering for Classes

- Login to myBYU
- Campus Links > School Tab > Register for Classes
- Under the semester for which you are registering, click on the “Add a Class” button in the bottom lefthand corner
- Select EDLF in the third drop down box, then hit go
- Select correct class number in the fourth drop down box, then hit go
- Click on the “A” on the left-hand side to add the class

To look up books you need for classes:

- Login to myBYU
- Under Campus Links, click on the School Tab, and then click on ‘My Book List’
- This will show you all of the books you need for your current registered classes
- You need to be registered in order to see the required textbooks
The following university policies provide additional registration requirements.

- **First Semester:** Because acceptance is granted for a specific semester, students are required to register for at least 2 hours in the semester or term for which acceptance has been granted, or the acceptance is forfeit. New students who do not enroll in the semester or term for which they are accepted and who wish to enroll in a subsequent semester must inform Graduate Studies immediately (B-356 ASB, telephone [801]422-4091). Acceptance in one semester or term does not guarantee acceptance in a subsequent semester or term.

- **U.S. Students: 2 credit requirement:** Graduate students are required to register for at least 2 credit hours during any semester or term in which they use any university facilities, consult with faculty, or take comprehensive or oral examinations.

- **U.S. Students: Academic year requirement:** To retain active status and to qualify for subsequent registration, U.S. graduate students must register for at least 6 semester hours each school year (Fall, Winter, Spring, Summer) and receive acceptable grades (no D, E, W, UW, NS, or I grades are allowed, nor are audits or correspondence courses). Students who do not fulfill this yearly requirement are dropped from their graduate programs, lose their graduate status, and must apply for readmission if they wish to continue.

- Students must register for 2 credit hours the semester they intend to graduate to meet the University’s 2-credit registration requirement during the semester of graduation. This requirement may be met by registering for courses, internship hours, electives, independent readings, or independent research. Students should plan accordingly. If the student plans to graduate in August, registering for 1-credit in the Spring term and 1-credit in the Summer term meets this requirement.

**EDLF 688R Internship Credit**

You will need to register for one credit of EDLF 688R during the summer term, fall semester, and winter semester, for a total of three credits of EDLF 688R during the whole program. Registering for EDLF 688R is a little different than registering for other courses.

To register for EDLF 688R, you must first apply for an internship (you must do this EVERY SEMESTER/TERM you take 688R):

- Go to [https://intern.byu.edu](https://intern.byu.edu) before adding the class
- Click on Students > Internship Application
- Follow application instructions (see the above breakdown to know how many credits to apply for)
- Once your application is approved, you may register for EDLF 688R the same way you do other classes
GRADES, STUDENT EVALUATIONS, & ASSESSMENTS

Grading Policies
Students are assessed in their coursework based on the course objectives and the relevant program student learning outcomes. Each course syllabus specifies its specific grading policies. Based on University policy, to retain active graduate student status and to qualify for subsequent registration, graduate students must receive acceptable grades. Any course receiving D, E, W, UW, NS, or I grades will not qualify to meet the program course requirements (nor will audits or correspondence courses).

GPA Requirements
Students must have a 3.0 program GPA (and no grade lower than a C-) in order to graduate with their degree. Graduate students whose graduate (program of study) GPA falls below 3.0 (prerequisites and skill courses are exempt) will not be allowed to graduate and may be dismissed from their graduate programs. Students whose grades frequently fall in the C range or below should consult with their committees about the advisability of continuing graduate study. No D credit may be applied toward a graduate degree.

Graduate Progress Report
As you work through the EDLF MEd program, it is important that you keep track of your progress and make sure that, not only are you meeting all of the program requirements, but that everything you do is accounted for and recorded on your Graduate Progress Report.

The Graduate Progress Report lists the details of what is required, what you’ve done, and what you’re missing. Please utilize this report to answer many of your questions. To access your Graduate Progress Report
• Login to myBYU
• Campus Links > School > myMap
• Scroll down to Tools on the left column
• You will see “My Progress Report” (a basic form of your work here at BYU)

Below that, you will see “Graduate Progress Report” (this is the one you’ll want)

University Graduate Student Evaluations
BYU departments formally evaluate each graduate student’s progress three times during the calendar year, at the end of Fall semester, Winter and Summer terms. The School Leadership Program follows the University policy for graduate student evaluations. The student’s Faculty Academic Chair monitors student progress and provides a recommendation for the formal evaluation to the School Leadership Committee. The School Leadership Committee discusses the progress of and recommendation for each student that receives marginal or unsatisfactory rating. The committee submits the formal evaluation to the Graduate Studies Office and in-forms the student in writing of any marginal or unsatisfactory progress status.
Written Notification
In the case of a marginal or unsatisfactory progress rating, the student will receive communication by certified letter with return receipt. The letter will list requirements that the student must fulfill to make satisfactory progress, the time deadlines for meeting those requirements, the faculty whom the student should contact for information or help, and what will happen if requirements are not accomplished (e.g., an unsatisfactory rating for the next semester, termination from the program, etc.).

Consequences
If a student receives a marginal and an unsatisfactory, or two marginal ratings in succession, the Department will either terminate the student’s program at the conclusion of the semester or submit a petition to Graduate Studies making a convincing case that the student be given another semester to demonstrate satisfactory progress. A petition will include a copy of a contract listing student and faculty responsibilities and a time line for completing all requirements for satisfactory progress. Students who receive an unsatisfactory ranking or do not receive an evaluation will not be eligible to obtain financial aid.

Evaluation Criteria:

### STUDENT REVIEW RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>UNSATISFACTORY</th>
<th>MARGINAL</th>
<th>SATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSEWORK</td>
<td>□ Two consecutive marginal student semester ratings</td>
<td>□ One semester of irregular attendance</td>
<td>□ Regularly attends course sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester GPA drops below 3.0</td>
<td>□ Cumulative GPA 3.0+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A final course grade of D+ or lower</td>
<td>□ All final course grades have a grade of C− or higher</td>
</tr>
<tr>
<td>INTERNSHIP</td>
<td>□ Two consecutive marginal student semester ratings</td>
<td>□ Does not meet regularly with mentor principal during internship semester</td>
<td>□ Meets regularly with mentor principal during in-ternship semester</td>
</tr>
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<td></td>
<td>□ Does not make adequate progress in internship plans and goals</td>
<td>□ Making adequate progress in internship plans and goals</td>
</tr>
<tr>
<td>DISPOSITIONS</td>
<td>□ Two consecutive marginal student semester ratings</td>
<td>□ Inconsistent attention to deadlines, form submissions, etc.</td>
<td>□ Consistent attention to deadlines, form submissions, etc.</td>
</tr>
<tr>
<td></td>
<td>□ Violates BYU Honor Code</td>
<td>□ Inconsistently exemplifies professional dispositions or standards</td>
<td>□ Adheres to BYU Honor Code</td>
</tr>
<tr>
<td></td>
<td>□ Consistently exemplifies professional dispositions and standards</td>
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<td>□ Consistently exemplifies professional dispositions and standards</td>
</tr>
</tbody>
</table>
TUITION & SCHOLARSHIPS

Tuition
Tuition is due 7 days before the beginning of each semester/term. If you don’t pay tuition by then, a hold will be placed on your registration until you pay. If it is not paid by the add/drop deadline, your classes will be dropped. Last Chance Final Tuition Deadline is the semester or term add/drop deadline. If you do not pay tuition by the add/drop deadline, your classes will be dropped. (If you decide to not attend a semester it is your responsibility to drop all your classes; to prevent error, make sure you drop your classes on MyMAP by the add/drop deadline.)

Financial Aid Opportunities
The EdLF Department has limited financial aid for its students. Students interested in obtaining financial aid should submit the Educational Leadership Application for Financial Aid by April 1st for spring and summer terms, and July 15th for fall and winter semesters. (You will find this application in TaskStream.) Students are also encouraged to seek other sources of funding, such as:

- **Aspiring Principals’ Academy Scholarships** – Participants in the Aspiring Principals’ Academy (APA) who apply and are admitted to the School Leadership Program will receive a $1,000 scholarship.

- **GRE Fee Forgiveness** is provided to any student that does not already have a master’s degree and enrolls in the program.

- **District Sabbaticals** – Contact your district to learn about sabbatical opportunities, criteria and applications, and deadlines. Some district sabbatical deadlines are as early as October.

- **Other Loans & Grants** – It is recommended that students also seek financial assistance from other sources. BYU’s financial aid office is a good place to explore some of these options.
GRADUATION

Time Limit
The Master’s degree program is designed to be completed within 14 months. All students must complete their programs within five years of the first semester of enrollment in the program. All courses (both BYU and transfer credits) may not be more than 5 years old at the time of graduation. Matriculation in a program may be terminated at any time for failure to make satisfactory progress toward the degree.

Application for Graduation
The Graduate Office sets the exact dates and deadlines for application for graduation and they vary from year to year. Students should check with Graduate Studies for exact dates and deadlines for the semester/term they wish to graduate.

- December graduation—September
- April graduation—January
- August graduation—May

Applications for Graduation can be obtained from the Graduate Secretary in 306 MCKB. They need to be filled out and returned to the Graduate Secretary for approval by the student’s Faculty Academic Chair and the Department Chair. Students may also apply for graduation online in AIM (see Apply for Graduation).

Graduation-Related Deadlines
Students must apply for graduation by the first few weeks of the semester they intend to graduate. Please see the University website for graduation deadlines.

Students are responsible to meet all requirements and deadlines for graduation. Students may also contact the Graduate Secretary (801-422-6070) for graduation information.

Graduation & Convocation:
Students can find information about graduation at BYU’s Graduation website.

PRAXIS

The test you need to take is: Educational Leadership: Administration and Supervision (5412).
Test #5412 is a computer-delivered test. There is a fee to register for the test. The test is delivered in an official testing center and is a 2 hour-timed test. You need a score of 146 to pass (according to Utah State requirements). To register for the test, you need to create an account on www.ets.org and sign up.

- You are responsible for scheduling and registering to take the Praxis.
- When you send your scores to BYU, make sure you specify that you want them sent to the MCKB Building

The Department will need a copy of your scores to process your administrative licensure application. Please send an electronic copy to edlfsec@byu.edu.
ADMINISTRATIVE LICENSURE & JOB PLACEMENT

State of Utah Requirements for Administrative Licensure
The State of Utah requirements for Administrative Licensure are found in Utah Administrative Code R277-505-4. These requirements include the completion of an Administrative Internship.

Returning EDLF MEd Alumni
MEd alumni, who graduated within the last five years with an EDLF MEd degree but without completing the administrative internship, may petition the School Leadership Program in writing to complete the internship requirements as a non-degree seeking student. Students should communicate with the School Leadership Program Chair to determine their coursework needs and timeframe. To receive recommendation for administrative licensure, the student must complete all internship requirements, 3 credit hours of Administrative Internship (EDLF 688R), 1 credit hour of the Internship Reflective Seminar (EDLF 635R), and any additional coursework required by the program committee to meet current program standards.

Upon petition approval from the program, the student must apply to BYU as a non-degree seeking student during spring and summer terms, based on BYU University policy. Students with a baccalaureate degree who are interested in registering at BYU on a non-degree-seeking basis must apply for formal admission to the University. Given the University enrollment caps, students should apply early as admission slots for non-degree-seeking students are only on a space-available basis.

To be considered for admission as a non-degree-seeking student during spring or summer terms, applicants should have a 3.0 (B) grade point average and submit a complete undergraduate application (http://www.besmart.com/). Students who already have a baccalaureate or master’s degree still need to complete the undergraduate application. Applicants also need to submit a statement with their application materials explaining their purpose in seeking enrollment, describing the courses they intend to take and how long it will take to complete this coursework (e.g. 1 semester). (The admissions office does not accept application materials via FAX or email. Please mail or deliver your statement.) Non-degree seeking students are generally not admitted for more than two semesters. If applicants require more than two semesters, they will need to petition for this in their statement.

Current EDLF Doctoral Students
Current EDLF doctoral students interested in obtaining administrative licensure will need the approval of their doctoral chair and will need to complete all of the course and internship requirements of the current School Leadership Program in order to receive recommendation for administrative licensure. The School Leadership Program Committee will review transcripts to determine which, if any, of the courses meet program requirements. This determination will be made in conjunction with and in consultation with specific, relevant program faculty for a given course. Coursework to be counted toward the completion of the School Leadership Program curriculum must be completed within 5 years of the recommendation for licensure.

Candidates from Different Utah Institutions
Potential licensure candidates who have received their master’s degree in educational leadership from a different Utah institution and need only their administrative internship should complete this internship with and receive recommendation from the institution from which they received their degree.

Candidates from Out of State
Potential licensure candidates who have received their master’s degree in educational leadership from an institution outside of the State of Utah, and who did not complete their administrative licensure requirement, will need to apply to the School Leadership Program in order to complete their administrative internship. The candidate will be responsible to fulfill all program requirements to receive a letter of recommendation from the BYU School Leadership Program. The candidate’s transcripts will be reviewed for potential coursework that may fill program requirements.
**Administrative Job Placement**

Students are responsible for identifying and making any applications for administrative job placement. If students plan attend job interviews during courses, they must realize that they are still responsible for all deadlines and missed assignments. Students should not request letters of recommendation from instructors while they are in their courses.

**Seeking Out of State Administrative Licensure**

The School Leadership Program is not the licensing agent for administrative licensure. The provision of administrative licensure is the responsibility of each state. Students seeking administrative licensure for a state other than Utah are encouraged to first apply for licensure in Utah as many states have a reciprocal agreement. Utah is a member of the Compact for Interstate Qualification of Educational Personnel.

If the intended state does not have a reciprocal agreement with the State of Utah, then student is responsible to determine the process for obtaining administrative licensure in that state. The School Leadership Program can provide standard Recommendation for Administrative Licensure to any state, upon request. Students may obtain transcripts of their graduate program coursework through the University. If the student requires additional documentation from the School Leadership Program, the student is responsible to make this request, and to clearly identify what they need and any relevant time deadlines.

**OTHER PROGRAM-RELATED UNIVERSITY POLICIES**

**Sexual Harassment & Gender Discrimination**

Unlawful discrimination on the basis of gender will not be tolerated whether initiated by university faculty, administrative or staff personnel, students, or by third parties on the campus. The university prohibits unlawful sexual harassment against all persons involved in the campus community, including administrators, faculty, staff, students, visitors, vendors, contractors, and other third parties. The university also prohibits inappropriate gender-based behavior in the workplace or in the academic setting directed at another due to that person’s gender and which violates the Church Educational System Honor Code or the individual dignity of university personnel, students, or campus visitors, but which does not rise to the level of unlawful sexual harassment. For further explanation see: [http://policy.byu.edu/view/index.php?p=155](http://policy.byu.edu/view/index.php?p=155) or contact Equal Employment Opportunity Office (D-282 ASB, 801-422-0306) or the Honor Code Office (4440 WSC, 801-422-0299).

**Students with Disabilities**

BYU is committed to providing a working and learning atmosphere which reasonably accommodates persons with disabilities who are otherwise qualified to participate in BYU’s programs and activities. It is the policy of BYU to prohibit unlawful discrimination against persons with disabilities and to provide reasonable assistance in bringing them into the mainstream of campus life. To accomplish this, BYU complies with all applicable disability laws. For further explanation see: [http://policy.byu.edu/view/index.php?p=174](http://policy.byu.edu/view/index.php?p=174) or contact SSD Office (1520 WSC, 801-422-2767) or Equal Employment Opportunity Office (D-282 ASB, 801-422-0306).
Plagiarism
Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, although not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law (see examples of plagiarism below).

Intentional Plagiarism: Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism: Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include:

- **Direct Plagiarism**: The verbatim copying of an original source without acknowledging the source.
- **Paraphrased Plagiarism**: The paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for your own.
- **Plagiarism Mosaic**: The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- **Insufficient Acknowledgment**: The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism. Violations of the Honor Code and any of its policies will be dealt with according to the policy and procedure of the University Honor Code Office. For more information please visit the Honor Code Office webpage at [http://honorcode.byu.edu/](http://honorcode.byu.edu/).
EDUCATIONAL LEADERSHIP & FOUNDATIONS
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Baum, Donald., Assistant Professor. PhD, University of Minnesota, 2013. International Educational Policy; Foundations; Economics of Education; Comparative Education. 
https://education.byu.edu/directory/view/donald-baum

Boren, David., Assistant Clinical Professor. PhD, Brigham Young University, 2010. Instructional Leadership & Improvement; Organizational Culture; Curriculum & Instruction. 
https://education.byu.edu/directory/view/david-boren

https://education.byu.edu/directory/view/bryan-bowles

Calvert, Isaac., Assistant Professor. PhD, Brigham Young University, 2014. PhD, Oxford University, 2018 Religiously Informed Teaching and Learning Practices; Philosophy of Education; Ethnography; Anthropology; Education practices in Jewish Communities. 
https://education.byu.edu/directory/view/isaac-calvert

Geo-JaJa, MacLeans A., Professor. PhD, University of Utah, 1986. International Development Education; Global Economic Restructuring; Human Development in Africa; Economics of Education. 
http://education.byu.edu/directory/view/macleans-geo-jaja

http://education.byu.edu/directory/view/pamela-hallam

Hilton, Sterling C., Associate Professor. PhD, Johns Hopkins University, 1996. Longitudinal Data Analysis; Structural Equation Modeling; Statistics Education. 
http://education.byu.edu/directory/view/sterling-hilton

Holmes Erickson, Heidi, Assistant Professor. PhD, University of Arkansas, 2019. Social History of American Education, Evaluation and Assessment of School Programs, Research Methods, Education Policy Analysis and Education.
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Melville, James, Adjunct Professor. MED, Brigham Young University Internship Supervisor and Coordinator; Principal Leadership; Experiential Learning.

Weiler, Spencer, Associate Professor. Ph.D. Virginia Polytechnic Institute and State University, 2007. Areas of expertise: School law, school finance, leadership Research topics: Arming educators, school finance litigation, essential elements of leadership. [https://education.byu.edu/directory/view/spencer-weiler](https://education.byu.edu/directory/view/spencer-weiler)
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