A CONCEPTUAL FRAMEWORK FOR THE
REFLECTIVE DECISION MAKER IN EDUCATIONAL LEADERSHIP

Department of Administration & Supervision
College of Education
University of Kentucky

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REFLECTIVE DECISION MAKER IN EDUCATIONAL LEADERSHIP

Acknowledgements

Many thanks to the current members of the Department of Administration and
Supervision in the College of Education at the University of Kentucky who contributed time and
energy to the development of this document. Charles J. Russo, Associate Professor, coordinated
an ad hoc committee consisting of Associate Professor James S. Rinehart, and Assistant
Professors Patsy E. Johnson and Joyce P. Logan. Susan J. Scollay, Associate Professor and
Director of Graduate Studies, and Jane Clark Lindle, Associate Professor and Acting Chair
edited the document. Professors J. John Harris and Eddy J. Van Meter participated in the
deliberations.

Work from current and past members of the Department form the foundation for much of
the text found herein. The contributions of the following also are much appreciated; Dr. Richard
Donelan, Dr. Fenwick English, Dr. Charles Faber, Dr. Patricia Dardaine-Ragguet, Dr. Betty
Steffy, and Dr. Ronald Threadgill.
# A Conceptual Framework for the Reflective Decision Maker in Educational Leadership

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Faculty in the Department of Administration and Supervision at the University of Kentucky view this framework as a work in progress. From the Fall of 1991 to the present, faculty have met on a regular basis to discuss curriculum and share instructional experiences as they implement the first doctorate in Educational Administration delivered by distance learning in the nation. Coupled with radical school reform throughout the state of Kentucky, these discussions have led to broader reviews of other Departmental programs. Given this on-going dialogue, the Faculty view this document as a snapshot of the current state of our programs and a foundation for the future development of program initiatives and improvements. This document was written in anticipation of the mid-term review by the National Council for the Accreditation of Teacher Education of the College of Education at the University of Kentucky for the Fall of 1995. Faculty seized this opportunity to record the current perspectives and ideologies underlying their work to provide an historical account, and especially, to tell the story of the profusion of reforms and improvements over the last four years.
A CONCEPTUAL FRAMEWORK FOR THE REFLECTIVE DECISION MAKER IN EDUCATIONAL LEADERSHIP

The Department of Administration & Supervision's (EDA's) framework for the preparation of school administrators and advanced graduate study by educational leaders is an evolving perspective informed by the knowledge base in school leadership and bounded by the context of global, national, and state influences on school improvement and reform. EDA's framework is described below in three sections: (1) a discussion of the Department's emerging framework on reflective decision making, (2) a statement of the Department's mission, and (3) a description of the Department's programs which embody the framework and implement the mission.

AN EMERGING FRAMEWORK OF REFLECTIVE DECISION MAKING FOR EDUCATIONAL LEADERSHIP

The Department of Administration & Supervision's emerging framework is based on continuing discussion of the fundamental issues, influences, and requisite proficiencies demanded of educational leaders. A comprehensive set of knowledge bases inform the applied field of Educational Administration and are reviewed in this section. The context of EDA includes global issues, national, regional and state-wide influences as described herein. This section concludes with an overview of specific initiatives affecting the preparation of school administrators and advanced graduate study of school leadership in Kentucky.

The Knowledge Base

Reflective decision making constitutes the core of contemporary educational leadership curriculum and includes the following tenets from research on school administration and leadership:

- Decisions that facilitate teaching and learning are best achieved through a reflective thinking process.
• The education experience must engage prospective leaders in critical and reflective inquiry about issues related to schooling and promote research as an important aspect of good school leadership.

• Effective decision making requires a knowledge of general principles of leading and learning, experiences in instructional settings, and a commitment to equity in dealing with teachers, staff, parents, and students.

• Leadership promotes the creation of a shared vision about the purposes of education and schooling. Teachers, staff, parents, and students share and support this vision.

• A program to prepare prospective leaders to make reflective decisions must combine knowledge acquisition, leadership principles, strategies for developing collaboration and reflective capacity, and field experience.

• The purpose of the school administration preparation program is to prepare educational leaders who help teachers teach and students learn.

• Reflective leaders support the concept of shared governance and the empowerment of teachers, staff, parents, and students.

• Reflective thinking requires knowledge about leadership and its mechanics and incorporates professional, moral, and ethical criteria for reaching decisions.

• School leadership requires the belief that learning is a lifelong endeavor and that opportunities must be created for teachers, staff, and parents, as well as students, to be a part of a learning community. A leader's knowledge base is constantly broadened and refined; the process is progressive and extends throughout his or her career as an educator.

The knowledge base for programs in the Department of Administration & Supervision is organized around the theme that educators are reflective decision makers who facilitate student learning (Dana & Pitts, 1993; Hart, 1990; International Network of Principals' Centers, 1993; Osterman & Kottkamp, 1993; Schön, 1983, 1987; Short & Rinehart, 1993). This view of the administrator is more comprehensive than conceptions that view the leader as merely a manager, one who engenders student cooperation; a technician, one who focuses on the technical tasks of managing; an academician, one who emphasizes the predominance of subject matter; or a therapist, one who views his or her role as dealing primarily with the social and psychological concerns of faculty and students. In the Department's view, school leaders are broadly educated
professionals who exercise judgments to facilitate student learning. This concept of the leader as a facilitator of student learning brings into focus the important role of learners as active participants in the teaching-learning process.

Concomitant with increasing complexity of today's schools, the changing nature of society makes it imperative that leaders move beyond technical proficiency to deliberate thought and action (Osterman, 1991). Thus, the Department faculty intends to engender the development of leaders who are reflective decision makers -- leaders who possess the knowledge, skills, and beliefs that enable them to make grounded decisions about the goals, strategies, and educational consequences of schooling (Schön, 1987).

As reflective decision makers, administrators may select from a wide range of philosophical traditions, theoretical constructs, instructional strategies, and classroom experiences in making decisions about teaching and the related issues of schooling. Reflective leaders have the capacity for at least three types of reflection: technical, practical, and critical (Van Manen, 1977; Kemmis, 1985). "Technical rationality" entails decisions concerning efficient and effective application of pedagogical knowledge. When taking "practical action," the leader advances beyond the purely instrumental preoccupation with technical or functional effectiveness and becomes concerned with clarifying the assumptions and predispositions underlying competing educational goals and with assessing the educational consequences toward which an educational decision leads. When engaged in "critical reflection," the leader incorporates professional, moral, and ethical criteria into decisions about education. The faculty in the Department believe that development of educational administrators' capacity for these three types of reflection, will promote valuable insight into their leadership and its consequences. Through clinical practice and continued professional preparation, administrators can develop and enhance their abilities as reflective decision makers, thereby facilitating student learning.

During nearly five years of program revision and development, the faculty has worked to ensure all three reflective types are interwoven throughout all the Department's programs. Certification as well as doctoral programs address these three types of reflection.
Technical, practical and critical reflection is merged throughout certification course work. Students are provided the foundation of principled action and skills in performance-based tasks related to instructional leadership, organizational management, and communications --- the tripartite standards for Kentucky School Administrators.

EDA's doctoral program options allow students to develop technical, practical and critical reflection. Students are encouraged to solve problems of practice through application of transformative leadership tenets in the context of local, state, and national educational issues. Critical reflection is developed with the doctoral program's strand on the various epistemologies of systematic inquiry and research as applied to school leadership. Critical reflection is also developed through a variety of opportunities for doctoral students to obtain supporting coursework from disciplines within and outside the field of Education.

The faculty in the Department further believe that all administrators should be life-long learners and continue their professional development by pursuing advanced degrees and other continuing educational experiences. Indeed, full attainment of the expertise described in this knowledge base will require coursework and other experiences beyond the initial preparation program, including, but not necessarily limited to, advanced degree work. This emphasis on continuing development is especially important for full mastery of the concept of reflective decision making. Reflectivity is enhanced over time as leaders are able to review the effects of their educational decisions and administrative methods upon student outcomes (Clark & Peterson, 1986; Wittrock, 1986b; Calderhead, 1987).

The practice of educational administration requires judgments regarding complex issues. Administrators base their judgments on knowledge, a body of general principles, and prior experience in instructional settings (Kennedy, 1987). Development of reflective decision making requires a preparation program that couples the acquisition of knowledge and administrative principles with suitable clinical and other transitional experiences that help students reflect upon the application of knowledge of school administration to instructional practices.
The Historical Context for EDA:
Educational Reform and Improvement

The Department has been influenced by a number of trends in education. Influences of international and national perspectives on diversity and on the role of educational leadership in social and economic issues are described in this section as they have affected EDA’s programs. The participation of the Department in the Danforth Foundation's Program for Professors of Educational Administration is also summarized in terms of programmatic outcomes. Finally, the 1990 Kentucky Education Reform Act's (KERA's) changes in school governance, finance, and curriculum are delineated as these reforms affect school leader preparation along with Kentucky's New Administrator Standards.

National Trends and Influences

The 1983 publication of *A Nation at Risk* (National Commission on Excellence in Education) spawned a profusion of reports on ways to reform U.S. education. For the field of Educational Administration, the genesis of its reform literature was a report, *Leaders for America's Schools* (Griffiths, Stout, & Forsyth, 1987), commissioned by the University Council for Educational Administration (UCEA) in collaboration with a number of professional organizations. This report generated its own set of debates and responses concerning the preparation and development of school leaders. For the development of its framework, the Department focused on the following relevant dimensions of this literature: (a) multicultural and global issues; (b) transformational leadership; and (c) organizational practice.

Multicultural and global issues

Reflective decision making entails making educational decisions that will facilitate student learning. To accomplish this task, administrators must consider an array of complex information and alternative strategies. Program graduates must be prepared to work in a wide range of educational contexts, in multicultural environments, with students who have special needs, and with diverse school interests and constituencies (Cazden & Mehan, 1989; Reynolds,
Knowledge of how to plan instructional activities appropriate for a range of environments and students' abilities will determine, to a large degree, teachers' effectiveness in helping students learn (Florio-Ruane, 1989). Administrators must have knowledge of the process through which instructional methods and materials interact with the characteristics of students and the various outcomes that are sought for formal education. They must know about learning theory and child development. They must have practical skills for planning and implementing lessons and for evaluating the effectiveness of these lessons. Also essential to proper instructional decision making is a knowledge of educational media as well as various computer and electronic communication, and assistive and adaptive instructional technologies.

School leaders find themselves in a variety of communities. Some communities have obvious multicultural characteristics, but others with seemingly homogeneous populations actually diverge over a variety of community demographic characteristics. For example, in Kentucky, a mountain school system's enrollment may reveal no typical minority groups in terms of race or ethnicity, but socio-economic status and cultural traditions may identify a significant Appalachian minority. Administrators must be knowledgeable about the diverse characteristics of students, issues associated with disabilities, and factors which make students at risk. A great deal of inquiry has been conducted about the interactions of various instructional techniques with the aptitudes and characteristics of students (Cronbach & Snow, 1977). Administrators must be sensitive to the full range of students' abilities as they assess how material will be taught. There are definite tradeoffs between the demands of academic tasks and the climate that exists in classrooms (Peterson, 1979; Hedges, Giaconia, & Gage, 1981). Furthermore, student and community diversity has major implications for the governance of schools and the inclusiveness of school decision-making practices.

Before instruction begins, administrators must make or facilitate decisions about rules and management systems that will be taught and enforced. Here, it is known that administrators who are concise, consistent, and persistent in structuring how the school will operate are more successful at facilitating a positive educational climate (Evertson & Emmer, 1982).
Administrators who are sensitive to the ways that pupils and their families differentiate themselves in a particular community will also be alert to opportunities to seek input from underrepresented groups. Thus issues of race, ethnicity, gender, socio-economic status, religion and/or political affiliation are matters of equity for which school leaders are constantly vigilant. Moreover, this sensitivity to diversity of students and their families allows administrators to provide more equitable accommodations for learning.

Administrators must be knowledgeable about the intellectual, physical, emotional, and social development of students. They must understand how children with disabilities need and must receive instructional accommodations. The appropriateness of instructional materials and activities must be assessed as well as adaptations for technology and facilities. Here many possible conceptions of learning in formal instructional environments must be understood: raw aptitude (Carroll, 1963); general academic abilities (Cooley & Leinhardt, 1975); effects of prior achievement (Bloom, 1976); internal conditions of the learner (Gagné, 1977); concerns of diversity, (such as gender, race, class, regional identification, as well as other matters) (Banks, 1984; Gollnick & Chinn, 1990; Ornstein, 1994); cognitive style (Glaser, 1976); specific task-relevant skills (Bruner, 1966); metacognition (Flavell, 1976); cognitive strategies (Kirby, 1984); and multiple intelligences (Gardner, 1983; 1991).

An understanding of how classroom instruction is affected by the culture of the school and community is necessary for the administrator to make appropriate decisions. Students bring personal histories and understandings to the school and instructional experience. The attributes are developed in the complex setting of the school and community where the school resides (Levine & Wang, 1983). Administrators must understand and reflect upon this complexity if they are to lead schools to enhance learning experiences for all students.

Transformational leadership

EDA's graduates must be able to work collegially in settings that have traditionally held teachers and administrators in professional isolation (Lortie, 1975; Conoley, 1989). A consistent characteristic of effective schools is that teachers in these schools are not isolated; they work
cooperatively with other teachers, counselors, school psychologists, library/media specialists and administrators to provide meaningful instructional and support services for students and, thus, further the academic performance of the school. Schools require administrators who make reflective decisions regarding curricula, instruction, and matters of governance that are appropriate to the context at hand, rather than ones who mechanically implement programs and curricula. Schools require administrators who keep the purpose of education in mind rather than ones who merely carry out the processes of a prescribed bureaucratic regimen (Duckworth & Carnine, 1987). The essence of these reflective administrators is found in the concept of transformative leadership (Burns, 1978; English, 1992; Foster, 1989).

Students in all Department programs come from and assume positions as professional agents in schools. They are responsible for participating in the decision making and operation of effective schools. Often their agency includes transforming schools to meet higher educational standards for increasingly diverse student populations.

School leaders must understand the increasingly complicated and ever-changing legal interpretations and statutes that govern administrators' and teachers' actions. As special interest groups become better organized, administrators must know about current legal interpretations related to issues such as student rights and responsibilities, freedom of speech, political activity, lifestyle choices, academic freedom, censorship, student discipline, and educators' legal duties and liabilities. As school governance becomes more decentralized, school administrators must be more adept at identifying legal resources and legal support for decision making with teacher and community representatives (Russo, 1994-95; Russo, Donelan and Van Meter, 1993; Van Meter, 1994). Further, administrators must know about their rights and obligations pertaining to employment, termination, and behavior outside the work site (McCarthy, 1989).

Finally, with regard to professional responsibility, administrators must know how and when to enlist the aid of parents in providing the best educational experience for children and, when necessary, to remediate problems concerning student conduct, academic performance, or special instructional needs (Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1979;
Goodson & Hedd, 1975). Working effectively with parents involves learning how to communicate with parents, supervising parent-teacher conferences, including parents as resources, and using community resources to provide support services for families. Additionally, administrators must be knowledgeable about the characteristics of at-risk students in order to make wise decisions regarding instructional, physical and technological accommodations, absentee and drop out intervention, and referral for special services. In sum, the administrator’s role in institutional processes outside the school is recognized as complicated, sophisticated, and increasingly important.

Organizational practice

The aim of the school organization is to provide the highest quality education possible to all students. This means that all members of the organization should work in a setting that nurtures their best efforts to meeting this aim. The administrator’s organizational practices and skills directly influence the climate and functioning of a school and, thus, the quality of education that students receive.

Administrators must understand the functions and processes of several domains relating to developing and maintaining a school organization. These include team building, professional development and adult learning strategies, teacher empowerment, site based management, change management, communication, conflict management, uses of power, certification standards, accreditation standards, and plant and fiscal management.

Each domain contains an extended body of knowledge on techniques, strategies, and research regarding their effects and importance to organizational leadership. Administrators should encounter these domains in field-based settings wherein their applications in case specific settings can be observed and evaluated.

Administrators must have the ability to plan and use suitable evaluation techniques. They must know how to conduct performance assessment of teachers and communicate the results in formative and summative contexts. Further, they must be able to evaluate curriculum materials for grade-level, subject-matter appropriateness and cost effectiveness.
The administrator’s role in school improvement demands an understanding of the influences of organizations and institutions outside the school: national boards, national and state educational agencies, state standards, local political structures, school boards, and local special interest groups. School improvement demands support and assistance from such agencies (Crandall, et al., 1982), and administrators must know how to get that support. Further, to help with their increasing responsibilities for participating in school improvement, administrators must understand group participation processes and decision making, as well as curriculum planning.

These national trends (multicultural and global issues, transformational leadership, organizational practices) were felt at the Department level in the late 1980s and early 1990s. Simultaneously with the initiation of the first Ed.D. in Educational Administration delivered with distance learning technologies, the Department began hiring new and additional faculty and entered into the Danforth Foundation's Program for Professors of Educational Administration.

Danforth Foundation's Program for Professors

During the 1991-92 and 1992-93 academic years, EDA participated in the Danforth Foundation's Program for Professors Cycle IV (Van Meter & Scollay, in press). This program was designed primarily to facilitate reform in doctoral programs in school leadership. Through the course of EDA's participation, the Department incorporated the following four features: (1) guidelines for change; (2) objectives of reform; (3) transformational leadership; and (4) systematic inquiry.

Guidelines for change

The entire Department of nine faculty members spent hours re-conceptualizing, redeveloping, and re-sequencing the nature of the studies in school administration and supervision at the University of Kentucky. The following guidelines directed the effort:

- the necessity to develop opportunities for students' personal reflection as an explicit part of the program design.
• the necessity to be clear about the importance of ethical and intellectual purpose as the main grounding for school administrative practice.

• the necessity to acknowledge and incorporate administrative skills into the design and content of the program.

• the necessity to establish some form of field-based experiences as part of the program, where students would have an opportunity to study issues and problems of practice as they occur in actual school settings.

• the necessity to organize the program in such a way that students view themselves as a member of a learning community.

• the necessity to develop a research agenda and focus that centers inquiry on major problems of school practice.

Additional perspectives that emerged and guided the faculty's dialogue in the creation of new courses and course sequencing included:

• a desire to recast the major emphasis of the program to give particular attention to: (a) viewing school leadership as a transformative responsibility that always takes place in context; (b) promoting the idea of diversity --- gender, race, ethnicity, and other pluralities of human development and characteristics --- as a positive aspect of schools and schooling; and (c) acknowledging a value to be gained from examining how leadership is manifest in settings other than education.

• a desire to give special prominence to students gaining an enhanced and rather sophisticated understanding of how to facilitate educational change, reform, innovation, and improvement and to view such facilitation as a major on-going responsibility of transformative school leadership.

• a desire to reorganize the way in which research skills and tools were developed during the doctoral experience so that skills of systematic inquiry were viewed as an important part of doctoral studies and eventual administrative practice and in such a manner that these skills were much more integrated into the fabric of the entire Department curricula.

Objectives of reform

As reflective decision makers who are committed to facilitating student learning, administrators must have the capacity to:

1. understand and organize subject matter knowledge appropriate to their educational settings.
2. assess the effects of the school, home, and community context upon student learning and make decisions about relevant instructional processes.

3. decide how to make effective use of a wide range of instructional and personnel resources in the school to facilitate learning for each student.

4. decide upon and implement appropriate methods for managing the learning environment.

5. assess and decide upon the application of a broad range of learning theories.

6. assess the literature on the cognitive and social development of children, adolescents and adults.

7. assess the appropriate use of a wide range of teaching models, instructional strategies, and teaching techniques.

8. engage in decision making and reflection with reference to effective instruction.

9. assess and make decisions concerning the appropriate use of various informal and formal techniques for the evaluation of instruction across the cognitive, affective, and skills domains.

10. decide on the use of technology in the classroom.

11. locate and decide upon the most appropriate uses of resources from the professional literature and subject field disciplines.

12. make decisions regarding when and how to engage in collaborative relationships with other administrators and various school personnel to facilitate student learning.

13. participate effectively in school and district decision making structures to enhance learning opportunities for students.

14. assess the value of and join the appropriate educational professional organizations.

Transformational leadership

The national impetus for school reform coupled with the Danforth initiative and the Department's involvement with the 1990 implementation of KERA heightened EDA's interest in transformational leadership as one core concept for the development of school leaders. Moving from the broad concept of transformative approaches of leaders (Burns, 1978; Foster, 1989) to defining that concept in terms of principled judgments about schooling and school improvement
and reform (Greenfield, 1987; Sergiovanni, 1992), transformational leadership and reflective
decision making based on systematic inquiry form the core of the revised doctoral programs.

**Systematic inquiry**

Administrators must be knowledgeable consumers and interpreters of research in
education as well as active participants in designing studies, gathering and analyzing data, and
interpreting and disseminating the results. They must recognize the role and value of systematic
research in improving education. They must also realize the value of collaborative efforts with
other administrators and outside agencies in pursuing general and case specific research agendas.

EDA’s students familiarize themselves with a wide body of research literature and its
implications for school leadership. They become committed to regular reading of research
reports in respected print and on-line journals and other appropriate publications as they assume
responsibility for blending theory with practice.

In order to accomplish their research mission, EDA’s graduates are well grounded in
research methodologies including univariate and multivariate statistical techniques, document
analysis, interviews, observations, survey research, case studies, bibliographic searches,
historical studies, and meta analyses. They establish proficiencies in research design and the use
of computers as a tool for collecting, organizing, and analyzing data.

Students also must develop strong conceptual frameworks for interpreting and analyzing
the results of research and inquiry. As consumers and school leaders, students must have an
informed approach to the interpretation and utilization of published and commissioned research
reports. As doctoral candidates, students must develop skill in interpretation and analysis of their
chosen research topics. Ultimately, graduates of the Department's programs are practicing school
leaders and policy makers who need the necessary tools and theoretical perspectives for applying
inquiry into the development, implementation and evaluation of educational policy.

**Kentucky Education Reform**
Major legislated reform of Kentucky's schools coincided with the Department's distance learning initiatives. Mandates on schools placed direct pressures on the practicing school professionals enrolled in the doctoral program. Doctoral students needed immediate knowledge about their responsibilities in school reform. Furthermore, they required grounding in the research and literature supporting various KERA mandates. Much of the discourse on transformational and reflective decision making in doctoral classes were exercises in reflection on the context and implementation of reform in public schools in Kentucky.

As the content in the doctoral program changed through participation in the Danforth Program and through support for students implementing KERA, certification courses began to change as well. At first, individual faculty carried portions of the Danforth conversations into their teaching and instructional assignments. Gradually, the Commonwealth of Kentucky began to implement its mandates for reform of professional standards and licensure. The Kentucky Educational Professional Standards Board (EPSB) approved New Teacher Standards in the summer of 1993. EDA faculty extrapolated these indicators to administrator functions in developing their courses and syllabi for certification of school leaders. Then during the 1993-94 academic year, one faculty member served on the Kentucky Administrator Standards Council which drafted New Administrator Standards. The New Administrator Standards were approved by the EPSB in the summer of 1994. During the 1994-95, school year, Department faculty held extensive dialogues on how to move course-based certification to performance and standards-based licensure. This resulted in a pilot proposal for modular and portfolio based certificate programs for the principal and superintendent. (No standards have yet been adopted for the Instructional Supervisor, but more performance based instruction and curricula have been adapted to the current state-approved requirements for that certificate.) The pilot proposal is pending approval from the Kentucky Department of Education.

Major developments in the concepts forming the knowledge base in Educational Administration, cutting-edge distance technology for the delivery of a professional doctorate
statewide, radical state-wide school reform, and national support for revision of school leadership preparation are all factors influencing the Departmental mission and its programs.

DEPARTMENTAL MISSION

The mission of the Department of Administration and Supervision is to prepare educational leaders who engage in reflective decision making to improve teaching and learning and who provide leadership in the improvement of education throughout the Commonwealth and across the nation.

In fulfilling its mission, the Department, in partnership with the educational community, seeks to make contributions in the areas of research, teaching, and service.

Research

A research emphasis is carried out through faculty research and the development of students as consumers and utilizers of educational research with a respect for and knowledge of both quantitative and qualitative research methods.

- The Department is committed to critical and reflective inquiry about issues relating to schooling and to the belief that research is an important aspect of school leadership.

- Faculty and student research agenda is multifaceted and includes foci on a variety of leadership-related issues including, among other topics, the policies and implementation associated with the 1990 Kentucky Education Reform Act (KERA). Elements of this research are carried out in collaboration with other departments in U.K.'s College of Education, other departments and colleges within the University and other institutions of higher education in Kentucky, public school systems, and the Kentucky Department of Education.

- Research efforts include basic, applied, and supportive research. Basic research creates new knowledge in the field of school leadership and administration. Applied research translates new knowledge to the solution of field-based educational problems. Supportive research activities are carried out in relation to systematic evaluations or investigations of school restructuring and school reform efforts.

Instruction
Comprehensive graduate instructional programs are offered for preservice professional preparation to help meet the administrative and staffing needs of public schools and other educational agencies. These post-master's programs include certificate options integrated into the Education Specialist degree and a Doctor of Education degree with program options not tied to certification. Instruction in these programs –

- is based on essential knowledge, inquiry, research findings, and sound professional practice;
- prepares individuals to work in an increasingly multicultural, pluralistic, and international society while creating equitable learning environments;
- includes collaborative skills and their practice in learning communities; and
- promotes intellectual, ethical, and moral decision making.

Service

The mission of the Department extends to the provision of quality services to educational agencies in the resolution of problems and the development of more effective and efficient school operations. The department engages in an outreach effort through extended campus programs to make doctoral and post-master's degree programs accessible to school administrators and potential school administrators in various parts of the state. The extended-campus initiative –

- increases the pool of qualified, professional applicants for administrative vacancies in the state based on a need expressed by local districts and the Kentucky Department of Education;
- uses distance learning technology to allow completion of the program by full-time employees of school systems;
- utilizes cohorts of students in the western, eastern and northern areas of the state as development teams of prospective school leaders;
- includes the first Ed.D. in Educational Administration in the nation which is offered using distance technology; and
includes a model program for aspiring principals that is conducted cooperatively with Eastern and Morehead universities.

PROGRAM GOALS AND PURPOSES

The purpose and goals of the Department of Administration are consistent with the University of Kentucky's mission, regulations of the Kentucky Council on Higher Education, initiatives of the Kentucky Education Reform Act, and standards and regulations promulgated by the Kentucky Department of Education and the Education Professional Standards Board. The expectations of society and practicing educational professionals, professional association guidelines, and judgments of departmental faculty provide information and guidance for development and refinement of departmental goals. Departmental programs are consistent with the mission of the Department, the College of Education, and the conceptual framework. The degree programs offered by the Department of Administration and Supervision are described below.
Educational Specialist (Ed.S. Degree)

Students in all certification programs are encouraged to enroll concurrently in the Educational Specialist (Ed.S.) degree program. Much of the same coursework is required for both administrative certification and the Ed.S. With an additional 3-6 hours beyond the standard administrator certificates, students can complete the Ed.S., a post-master's degree.

Professional Certificate Programs in School Administration and Supervision

Currently in Kentucky all professional certificate programs are post-master's programs. Three certificates (one, the principalship, offered at three different levels) are offered through the Department of Administration and Supervision at the University of Kentucky. Although these programs were officially approved in 1988 by the Kentucky Department of Education, all course content has been continually revised to address the national administrator preparation reform efforts, the 1990 Kentucky Education Reform Act, and the Kentucky Educational Professional Standards Board's "New Administrator Standards." In the spring of 1995, a pilot performance-based administrator preparation program was submitted to the Kentucky Department of Education. Response is pending. Certificates are currently offered for the following professional roles:

Principalship

The principal preparation program requires prior completion of a master's degree and three years full-time teaching experience, as well as a passing score on the National Teachers Exam. The program requires 18 hours of initial coursework in the department. After receiving initial certification, principals complete 12 more hours of departmental coursework. Field work is integrated into the coursework. Three credit hours are required from the Department of Curriculum and Instruction (EDC) and 3 semester hours from the Educational and Counseling Psychology Department (EDP). Under a state program, first-year principals complete a one-year internship toward certification. Three levels of the certificate are offered for principals:
1. Instructional Leadership: Early Elementary School Principal, Grades K-4
2. Instructional Leadership: Middle Grade School Principal, Grades 5-8
3. Instructional Leadership: Secondary School Principal, Grades 9-12

**Instructional Leadership: School Superintendent**

This program requires prior completion of three years full-time teaching experience, a Master's degree, completion of a principalship program, and two years experience in a principalship position. The program includes a minimum of 36 credit hours. Coursework parallels one of the principalship certification programs plus 9 hours related to the superintendency, finance, and school facilities.

**Instructional Leadership: Supervisor of Instruction**

This program requires previous completion of a standard teaching certificate, three year's full-time teaching, and a master's degree. Coursework consists of 21 hours of EDA courses and 6 hours of EDC courses. Up to nine additional hours including tests and measurements, survey of special education, and advanced study in the teaching of reading are required in addition to the 21 hours if this coursework has not been previously completed.

**Rank I Study in Educational Administration and Supervision**

This program is 30 hours above the master's degree and qualifies persons for Rank I on school salary schedules. This is a non-degree option.

**Educational Administration Doctorate (Ed.D. Degree)**

Completion of the program requires a minimum of 60 semester hours of graduate credit beyond the Master's Degree (i.e., a minimum of 42 hours of graduate coursework and 18 hours of dissertation research credit). The Ed.D. curriculum includes three major options for students:

1. Educational Administration School Leadership Emphasis. This emphasis is designed for school administrators, teachers and other education professionals who are not working toward certification but who have a major interest in gaining the knowledge and skills needed to provide leadership for school improvement and educational reform.
This program is offered on the Lexington campus and through an extended-campus program utilizing compressed video and other distance learning modes. The distance learning delivery modes are used to provide this option of the Ed.D. program to students in western, eastern and northern Kentucky.

(2). Educational Administration with School Superintendency Emphasis. This program option is for individuals who already hold professional certification as a school principal or instructional supervisor, who have employment experience in one of these positions, and who have a major interest in working toward certification in Kentucky as a superintendent of schools concurrent with the doctoral program. This program is also taken by other selected education professionals and by individuals with experience as a school superintendent who are seeking an advanced and renewed level of expertise. This program is offered on campus and through a specially designated option of a Joint Doctoral Program conducted cooperatively with Eastern Kentucky University, Morehead State University, Murray State University, and Western Kentucky University. Students in this version of the Joint Program take a portion of the program coursework on the Lexington campus and obtain superintendency certificate sponsorship from the cooperating regional university.

(3). Educational Administration with Individualized Administrative Emphasis. This option is intended for school administrators and other education professionals who are not seeking certification but have a major interest in pursuing an individualized program of study leading to advanced administrative and leadership expertise, usually in anticipation of teaching educational administration at the university level or working in a senior leadership capacity in an education-related organization or agency. This program is offered on the Lexington campus.
Administrator Preparation Bibliography & References


National Council for Accreditation of Teacher Education. Various documents. Washington, D.C.


*Peabody Journal of Education.* (Fall, 1992) special issue on New Ways to Assess the Performance of School Principals. 124 pp.


