UAA School of Education
UNIVERSITY of ALASKA ANCHORAGE

3211 Providence Drive | University Lake Building 106 | 907-786-4402

Admission Requirements to Educational Leadership Programs:

1. Master of Education Principal Program:
   a. Three years (minimum) of experience as a certificated teacher, or special services provider (Type C).
   b. A current teacher certificate or provide evidence of eligibility for an Alaska Teacher Certificate.
   c. Baccalaureate degree from regionally accredited institution.
   d. GPA of 3.0 (minimum) on a 4.0 scale.
2. Graduate Certificate Principal Program:
   a. Three years (minimum) of experience as a certificated teacher, or special services provider (Type C).
   b. A current teacher certificate or provide evidence of eligibility for an Alaska Teacher Certificate.
   c. Master's Degree from a regionally accredited institution.
   d. GPA of 3.0 (minimum) on a 4.0 scale.
   e. Six (6) credits (minimum) in educational research methodology.

How to Apply:

University of Alaska Admission Office
- Apply to UAA Admissions at UA Online Services: https://www.uaa.alaska.edu/admissions and select Graduate Certificate - Principal or M.Ed. Educational Leadership Program.
- Send ALL official transcripts to:

  > UAA Office of Admissions
  > Enrollment Services Center
  > 3211 Providence Drive
  > Anchorage AK 99508

- If sending electronic transcripts with secure log-in, please send to application-documents@uaa.alaska.edu. Do not send official transcripts to the School of Education.

School of Education Educational Leadership Program
- Complete School of Education, Educational Leadership application. If you have a current State of Alaska teaching certificate or proof of obtaining a State of Alaska teaching certificate, provide a copy.
- Three (3) EDL Dispositional Rating Forms (professional references); one (1) must be from a current supervisor. (Reference forms can be sent in separate from the School of Education Application.)
- Reflective Essay: Refer to the directions on the following pages: Writing Evaluation Rubric – Graduate Studies Program Admission.
- Curriculum Vitae/Resume documenting educational experience.

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Educational Leadership Application for Admission

Applications will not be processed until the EDL Program Lead receives all documents. Applications are reviewed each Fall and Spring for admittance into the new cohort that begins each summer. Contact Brenda Henderson (bshenderson@alaska.edu) to inquire about the status of your SOE application.

Name:

Student ID:

Address:

Work Address:

Home Phone:

Cell Phone:

Work Phone:

UAA Email Address:

Personal Email Address:

Degree / Certificate Desired (pick one):

- o Masters (M.Ed.) Principal: 35 credits

- o Graduate Certificate Principal: 26 credits

Employed by:

- o Anchorage School District

- o Fairbanks North Star Borough School District

- o Mat-Su Borough School District

- o Other:

- o None

Internship Placement

All program courses must be completed before entering into the internship courses. All M.Ed. and Graduate Certificate candidates are responsible for applying for practicum/internship placement by the 4th Friday of April to begin your internship in the fall. (See internship application which will be provided April 1.]

Degree Works

Candidates can track their progress towards degree completion, track petitions and advising notes by using DegreeWorks through UAOnline Services.

Institutional Recommendation

The State of Alaska Department of Education & Early Childhood Development (EED) requires approved Alaska Studies and Multicultural/Cross-Cultural Communications course work that may or may not be a part of your graduate program. See your program policies in your UAA catalog year and the EED website for more information (http://www.eed.state.ak.us). Candidates will only receive a State-Approved Program Verification by completing their program of study. Applying for graduation and applying for a Program Verification from UAA are the responsibility of the student.

Communications via E-mail

The UA Student Gmail account is the university's preferred method of contacting candidates. Candidates can set their UA Student Gmail account so that email is forwarded to another account. It is the candidate's responsibility to forward their UA Student Gmail account to another e-mail.

Program Delivery

Since the majority of graduate course work includes distance delivery by Blackboard and Blackboard Collaborate (https://classes.uaa.alaska.edu), candidates will need access to the Internet and a headset with microphone. Candidates must have the technological knowledge and skills to engage in distance learning.

Electronic Portfolios

Digication and VIA are ePortfolio software programs that allow users to present their work to various audiences. Students can share their ePortfolios to small groups for assessment purposes, either for course assignment, course learning objectives, program outcomes, or accreditation. Students can document learning artifacts, as well as a reflection on what they know and how they know it. All Masters and Graduate Certificate students are expected to build on ePortfolio to store and share their evidence of learning through the program. The eWolf program provides students a chance to create and maintain their digital Wolf identity through Digication. For more information, visit eWolf: ePortfolios at UAA. Information on the use of VIA will be provided after admission to the program.

My signature indicates that I read the above information, and I understand I must provide the required documents to be considered for admission into the Educational Leadership program. I also understand I am responsible for applying to my internship and UAA Graduation by UAA's published dates.

Signature of Candidate:

Date:

Master of Education Educational Leadership Program

REQUIRED COURSES (2019-2020)

CERTIFICATION: 35 credits, for candidates who do not have a regionally accredited master's degree.

	Research Core COURSEWORK		
Course	Name	6 credits	Term Taken / Notes
EDRS A660	Fundamentals of Research in Education	3	Summer
EDRS A661	Data-Informed Instruction & Decision Making	3	Summer
	Core Courses		
Course	Name	17 credits	Term Taken / Notes
EDL A610	Orientation to Graduate Studies in Leadership	2	Summer
EDL A620	Leadership in AK Culture & Social Justice Issues	3	Summer
EDL A637	Organizational Theory & Change	3	Fall
EDL A638	Instructional Leadership & Student Learning	3	Fall
EDL A639	Politics, Law & Ethics in Leadership	3	Spring
EDL A644	School Resource Allocation & Management	3	Spring
	INTERNSHIP AND SEMINAR		
Course	Name	12 credits	Term Taken / Notes
EDL A692A	Principal's Seminar I	3	Fall
EDL A692B	Principal's Seminar II	3	Spring
EDL A695	Principal Internship	6	Fall/Spring

Graduate Certificate, Principal Program

REQUIRED COURSES (2019-2020)

CERTIFICATION: 26 credits, for candidates who have a regionally accredited master's degree with 6 credits in educational research methodology.

	Core Courses		
Course	Name	14 credits	Term Taken / Notes
EDL A610	Orientation to Graduate Studies in Leadership	2	Summer
EDL A637	Organizational Theory & Change	3	Fall
EDL A638	Instructional Leadership & Student Learning	3	Fall
EDL A639	Politics, Law & Ethics in Leadership	3	Spring
EDL A644	School Resource Allocation & Management	3	Spring
	INTERNSHIP AND SEMINAR		
Course	Name	12 credits	Term Taken / Notes
EDL A692A	Principal's Seminar I	3	Fall
EDL A692B	Principal's Seminar II	3	Spring
EDL A695	Principal Internship	6	Fall/Spring

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Field Experience Rating Form

The applicant named below is applying for admission to a professional preparation program in Educational Leadership. Please complete this form and return to the applicant; a sealed envelope is preferred. The applicant will then submit the rating form with their application to the Department.

Applicant Information: (Please complete prior to giving to Evaluator.)

Name:

Student ID:

Address:

Employment Dates:

Position:

Location:

Notice: Public law 93-380, the Family Education Rights and Privacy Act of 1974, grants all students the right to inspect and review all of their official educational records. This right extends to letters of recommendation written on or after January 1, 1975, except that a student may waive his/her right to inspect and review letters of recommendation by signing a waiver.

WAIVER FORM: I, the undersigned, hereby waive any right or privilege provided by Public Law 93-380 to inspect or challenge the content and comments expressed in this letter of recommendation. I expect that the observations made shall remain confidential between the writer and the person agency or organization to which any reference may be addressed.

Signature of Candidate:

Date:

General Comments:

Applicant/Candidate Name:

Dispositional Assessment

Professional dispositions are the values, beliefs practices, behaviors, and ways of knowing (thinking), and professional ethics that govern how a leader acts with students, families, colleagues, and communities.

Please circle the indicator that you believe most accurately describes evidence of the following dispositions. This is not a recommendation form on the merit or expertise of the person, but an assessment of your perspective of the beliefs behind the words and/or actions of the person. Please complete this assessment as accurately and honestly as possible. Thank you for your time and effort.

SE (strong evidence)   LE (limited evidence) NS (not seen) OE (opposing evidence)

Dispositions are not in a priority order

The candidate believes in, values, and is committed to:		*(circle one)*		
1	The educability of all	SE	LE	NS	OE
2	A school vision of high standards of learning	SE	LE	NS	OE
3	Continuous school improvement	SE	LE	NS	OE
4	The inclusion of all members of the school	SE	LE	NS	OE
5	Ensuring that students have the knowledge, skills, and values needed to become successful adults	SE	LE	NS	OE
6	A willingness to continuously examine one's own assumptions, beliefs, and practices	SE	LE	NS	OE
7	Doing the work required for high levels of personal and organizational performance	SE	LE	NS	OE
8	Student learning as the fundamental purpose of schooling	SE	LE	NS	OE
9	The proposition that all students can learn	SE	LE	NS	OE
10	The variety of ways in which students can learn	SE	LE	NS	OE
11	Lifelong learning for self and others	SE	LE	NS	OE
12	Professional development as an integral part of school improvement	SE	LE	NS	OE
13	The benefits that diversity brings to the school community	SE	LE	NS	OE
14	A safe and supportive learning environment	SE	LE	NS	OE
15	Preparing students to be contributing members of society	SE	LE	NS	OE
16	Making management decisions to enhance learning and teaching	SE	LE	NS	OE
17	Taking risks to improve schools	SE	LE	NS	OE
18	Trusting people and their judgments	SE	LE	NS	OE
19	Accepting responsibility	SE	LE	NS	OE
20	High-quality standards, expectations, and performances	SE	LE	NS	OE
21	Involving stakeholders in management processes	SE	LE	NS	OE
22	A safe environment	SE	LE	NS	OE
23	School operating as an integral part of the community	SE	LE	NS	OE
24	Collaboration and communication with families	SE	LE	NS	OE

25	Involvement of families and other stakeholders in school decision-making processes	SE	LE	NS	OE
26	The proposition that diversity enriches the school	SE	LE	NS	OE
27	Families as partners in the education of their children	SE	LE	NS	OE
28	The proposition that families have the best interest of their children in mind	SE	LE	NS	OE
29	Resources of the family and community needing to be brought to bear on the education of students	SE	LE	NS	OE
30	The right of every student to a free, quality education	SE	LE	NS	OE
31	Bringing ethical principles to the decision-making process	SE	LE	NS	OE
32	Subordinating one's own interest to the good of the school community	SE	LE	NS	OE
33	Accepting consequences for one's principles and actions	SE	LE	NS	OE
34	Using the influence of one's office constructively and productively in the service of all students and their families	SE	LE	NS	OE
35	Development of a caring school community	SE	LE	NS	OE
36	Education as a key to opportunity and social mobility	SE	LE	NS	OE
37	Recognizing a variety of ideas, values, and cultures	SE	LE	NS	OE
38	Using legal systems to protect student rights and improve student opportunities	SE	LE	NS	OE

Additional comments or elaboration on any of the above items:

Please pick one:
- o Applicant/Candidate
- o Supervisor, present
- o Supervisor, past
- o Colleague/Peer

Printed name:

Signature:

Date:

WRITING EVALUATION RUBRIC - ADVANCED PROGRAM ADMISSION

Applicant Name: Student ID: Date:

School of Education Mission: We prepare educators and support the lifelong learning of professionals to embrace diversity and to be intellectually and ethically strong, resilient, and passionate in their work with Alaska's learners, families, and communities. Intellectual vitality, collaborative spirit, inclusiveness and equity, and leadership are the core values we promote.

School of Education Graduate Studies Mission: We prepare scholarly practitioners grounded in purpose and research to address complex problems of practice in the context of Alaska's Indigenous and culturally and linguistically diverse setting.

Graduate Studies faculty and students enact the School of Education's core values and Graduate Studies' mission in the following ways.
- Collaborative Spirit
    - Collaborating with key partners (e.g., Alaska Natives; school-based teachers and administrators; community-based leaders and Elders).
- Intellectual Vitality
    - Conducting scholarship in teaching and research that address complex problems of practice relevant to Alaska's context.
    - Implementing interdisciplinary practices indicative of a holistic, integral approach to graduate studies.
    - Framing and examining critical questions through inquiry/research.
- Leadership
    - Engaging in self-reflection.
    - Listening.
- Inclusiveness and Equity
    - Examining, analyzing, evaluating, and commenting on education policies and practices.
    - Recognizing and respecting multiple perspectives and worldviews.

Purpose: This writing assessment is one component of the SOE Graduate Studies admissions application process. It is used in making admission decisions to graduate programs in educational leadership, language education, and special education. Transcripts, references, resumes, and other documents, along with this writing assessment, are part of a holistic review that reveals the applicant's self-motivation, competence, dispositions, and potential as a graduate student in the chosen field of study.

Directions to Applicants: Review and reflect on the School of Education/Graduate Studies missions presented above. *Focusing on the ways the SOE faculty and students enact the core values and mission*, choose three key points that connect to your current practice. Craft a 750-1000 word essay that addresses a) how those key points are reflected in your current practice, b) your experiences in matters pertaining to social justice and equity, and c) your motivation for applying to your desired program including how it will benefit you, students, families and communities. Your essay will be evaluated using the following rubric. Please review the rubric before beginning your writing process. A minimum rubric score average of 2 is expected.

WRITING EVALUATION RUBRIC - ADVANCED PROGRAM ADMISSION

Criteria	Improvement Needed to Approach Expectation 1	1.5	Meets 2	2.5	Exceeds 3	Score
Topic Focus	Applicant does not identify and reflect on a topic that relates to the prompt or veers off-topic.	Partial success at rating 2	Applicant reflects on a topic that relates to the prompt and stays on topic.	Partial success at rating 3	Applicant reflects on a topic that relates to the prompt and supports reflections with details.	
Depth of Self-Reflection	Applicant does not include relevant examples or experiences, or content is unfocused.	Partial success at rating 2	Applicant describes examples from personal experience.	Partial success at rating 3	Applicant applies examples from personal experience and analyzes how the experience contributed to the applicant's understanding of self and others.	
Integration of Social Justice and Equity	Applicant does not include any examples from the applicant's practice that demonstrate an understanding of social justice and equity in education.	Partial success at rating 2	Applicant demonstrates an awareness of social justice and equity in education by using specific examples from the applicant's practice.	Partial success at rating 3	Applicant demonstrates the integration of social justice and equity concepts in education with the applicant's practice.	
Connects to Graduate Studies mission	Applicant does not address the Graduate Studies mission.	Partial success at rating 2	Applicant identifies three key points of the Graduate Studies mission and describes how they are connected to the applicant's practice.	Partial success at rating 3	Applicant addresses how three key points are connected to the applicant's practice. The connection is explicit and communicates a clear understanding of the correlation between the Graduate Studies mission and the applicant's practice.	

WRITING EVALUATION RUBRIC - ADVANCED PROGRAM ADMISSION

Motivation	Applicant does not articulate how admission to the desired program (i.e., Language Ed, SPED, EDL) will benefit self beyond future employment.	Partial success at rating 2	Applicant articulates how admission to the desired program (i.e., Language Ed, SPED, EDL) will benefit self and students. Motivation beyond future employment for applying to program is clear.	Partial success at rating 3	Applicant articulates how admission to the desired program (i.e., Language Ed, SPED, EDL) will benefit self, students, families, and communities. The response goes beyond egocentric motivation.	
Organization, Grammar, Spelling, and Writing Mechanics	Applicant does not write in a professional manner: uses incomplete or only simple sentences, and makes grammatical and/or spelling errors. The examples are unclear, and the paper lacks cohesion and coherence.	Partial success at rating 2	Applicant writes in a professional manner: uses complete and grammatical sentences, makes few spelling errors. The essay is organized and the examples are clear.	Partial success at rating 3	Applicant writes in a professional and sophisticated manner: uses complete and grammatical sentences that are clear and varied in pattern, from simple to complex. Integrates all relevant points from throughout the essay into a logical, coherent whole. Connections between the parts are clear and insightful. Relevant, clear examples are used to illuminate concepts and issues.	
Total Score						
Rubric Score Average (total score/6)						