

**Prior Learning Assessment (PLA) Opportunities within
K-12 Educational Leadership Graduate Programs
Western Michigan University (WMU) – Effective January 15, 2021**

Overview: During 2020, WMU adopted a policy allowing graduate programs to grant credit via Prior Learning Assessments (PLA). This document describes the process developed by the faculty within the K-12 MA/Ed.S. Educational Leadership (EDLD) unit, to review and potentially award credits via PLA for five graduate programs.

Eligible Programs and Courses: Table 1 lists the five eligible EDLD programs, and the maximum PLA credits possible, while Table 2 lists the specific eligible courses. Per WMU policy, such credits can be no more than 50% of the total program credits (rounding to nearest full course as needed).

Table 1: Eligible Degree Programs & PLA Credits		
WMU Degree Program	Total Program Credits (Maximum PLA Credits)	
	School Admin Certificate Focus	Central Office Endorsement Focus
MA in Ed. Leadership: K12 School Principal Leadership	30 (15)	---
MA in Ed. Leadership: K12 School Principal Leadership and Interscholastic Athletics	33 (15)	---
Graduate Certificate in Central Office Leadership	---	21 (12)
Education Specialist (Ed.S.) in Educational Leadership	36 (18)	30 (15)
Ph.D. in Educational Leadership: K-12 Leadership	69 (27)	60 (18)

Table 2: EDLD Courses Eligible for PLA Credit (as of 1-1-21)

Courses Covering School Administrator Certification Standards

- 1) EDLD 6300 - Data-Informed Decision-Making, Research and Evaluation
- 2) EDLD 6610 - School Law & Ethics
- 3) EDLD 6620 - School Business Management
- 4) EDLD 6640 - Curriculum, Instruction and Assessment Leadership
- 5) EDLD 6670 - The Principalship
- 6) EDLD 6730 - Instructional Leadership and Supervision
- 7) EDLD 6740 - School Community Relations and Cultural Competence
- 8) EDLD 6793 - Principal Internship I
- 9) EDLD 6794 - Principal Internship II

Courses Covering Central Office Endorsement

- 1) EDLD 6630 - Maximizing Human Capacity with Adaptive Personnel Practices
- 2) EDLD 6720 - Strategic District Finance and Operations
- 3) EDLD 6800 - High Impact District Governance and Community Relations
- 4) EDLD 6810 - Law, Policy, and Ethics for District Leaders
- 5) EDLD 6850 - Dynamic Systems for District-level Instructional Leadership & Assessment
- 6) EDLD 7120 - Professional Field Experience/Internship

Three Routes to Earning PLA Credits

- **Route 1: Professional Association Alternative Certification Leadership Programs:** Embedded in the five educational leadership programs are courses covering standards/learning outcomes required for a School Administrator Certificate or a Central Office Endorsement, as awarded by the State of Michigan. The state has also approved alternative routes via professional association programs that cover such standards/learning outcomes. Since the standards are the same, individuals who have completed such an alternative route program, and have obtained the School Administrator Certificate and/or Central Office endorsement, can be awarded the total maximum credits for a focus area (as shown in Table 1) by providing evidence of learning/work products from the program, but will not need to complete a detailed standard-by-standard portfolio. Examples of such programs include the *Path to Leadership* program (MI Association of Secondary School Principals), the *Horizon Leadership* program (MI Association of Superintendents & Administrators), and the *Curriculum Leadership Institute* (Michigan Association for Supervision and Curriculum Development).
- **Route 2: Educational Leadership Certification Courses from Other Graduate Degree Programs:** Individuals having successfully completed educational leadership courses (with a grade of B or better) within other degree programs (e.g., Ed.S.), that have been approved by the state to be covering standards needed for the Administrator Certificate and/or Central Office Endorsement, will NOT need to provide evidence within a portfolio for such courses. PLA credits can be awarded for such equivalent courses with a transcript and course description serving as evidence. Such credits are those beyond the number allowed to be transferred into a graduate program at WMU.
- **Route 3: (Not Available Until Fall 2021) Work Experience, Professional Development, Non-Ed. Leadership Courses, and Other:** Individuals who believe they have mastered the standards/learning outcomes for one or more of the eligible courses (see Appendices B and C), must provide evidence within a detailed portfolio clearly revealing such mastery.

Application, Portfolio Development & Review Procedures

1. Interested individuals must first have applied for, or be admitted to, the graduate program of interest (as listed within Table 1).
2. Even prior to acceptance to such a graduate program, individuals can then complete a PLA Review Application form [[Link to Online Application Here, Still to Be Created](#)]
 - a) Those seeking credit **via Routes 1 and 2** above, will be able to offer evidence of alternative program and/or course completion via the application.
 - b) Those seeking credit **via Route 3**, will need to enroll in a non-credit Portfolio Development Course (offered by WMU), and upon completion of this course, may submit their detailed portfolio. Such portfolio shall offer evidence of their prior learning demonstrating acquisition of the learning outcomes established for one or more courses.

3. Such PLA Review Applications and associated evidence may be submitted at any time during an academic year. Applications will be reviewed by at least two faculty members within a 30 day time period during the academic year semesters, and a 60 day time period during the summer sessions.
4. All decisions on any credits awarded are to be made by the program's faculty based on evidence offered by the applicant of prior learning. The maximum number of credits that can be awarded for these Educational Leadership graduate programs is 50% of required credits after any transfer graduate credits are accepted (with any PLA credits awarded under Route 2 not considered as part of such transfer credits).
5. Any credits awarded will not be placed on a student's transcript until admitted to a specific graduate degree or certificate program. All such credits will be posted on transcript as "credit earned by PLA examination" without letter grade, and not counted in the grade point average. Such credits can be used to meet all other University graduation requirements (such as minimum number of credits completed at WMU for a given degree).

Detailed Program and Course Information: Appendix A includes the total list of courses for the five eligible programs, with those courses eligible for PLA review highlighted. Appendices B and C offer the learning outcomes for each course, and the associated rubric used to evaluate whether the evidence submitted by the applicant meets such outcomes.

Note: these procedures for potentially earning PLA credits within K-12 Educational Leadership Graduate Programs at WMU were approved by the chair of the Department of Educational Leadership, Research, and Technology on January 11, 2021, and the Dean of College of Education and Human Development on January 15, 2021.

Appendix A
Specific Programs, with *Currently Eligible Courses* in Blue Font for School Administrator Certificate Courses, and Green Font for Central Office Endorsement

MA in Educational Leadership: K-12 School Principal Leadership
(30 credits of which 15 credits (5 courses) in those highlighted can be PLA earned)

- EDLD 6020 - Educational Leadership, Systems, and Change
- EDLD 6300 - Data-Informed Decision-Making, Research and Evaluation
- EDLD 6610 - School Law & Ethics
- EDLD 6620 - School Business Management
- EDLD 6640 - Curriculum, Instruction and Assessment Leadership
- EDLD 6670 - The Principalship
- EDLD 6730 - Instructional Leadership and Supervision
- EDLD 6740 - School Community Relations and Cultural Competence
- EDLD 6793 - Principal Internship I
- EDLD 6794 - Principal Internship II

MA in Educational Leadership: K-12 School Principal Leadership and Interscholastic Athletic Administration
(33 credits, of which 15 credits (5 courses) in blue font can be PLA earned)

- HPHE 6600 - Governance and Administration of Sport
- EDLD 6300 - Data-Informed Decision-Making, Research and Evaluation
- EDLD 6610 - School Law & Ethics
- EDLD 6620 - School Business Management
- EDLD 6640 - Curriculum, Instruction and Assessment Leadership
- EDLD 6670 - The Principalship
- EDLD 6730 - Instructional Leadership and Supervision
- EDLD 6740 - School Community Relations and Cultural Competence
- EDLD 6793 - Principal Internship I
- EDLD 6794 - Principal Internship II
- HPHE 6690 - Event and Facility Planning and Management

Certificate Program in Educational Leadership – School Administrator Certificate: Central Office Endorsement
(21 credits beyond MA; 12 credits (4 courses) in those green font can be PLA earned)

- EDLD 6060 - Organizational Change for Complex Systems
- EDLD 6630 - Maximizing Human Capacity with Adaptive Personnel Practices
- EDLD 6720 - Strategic District Finance and Operations
- EDLD 6800 - High Impact District Governance and Community Relations
- EDLD 6810 - Law, Policy, and Ethics for District Leaders
- EDLD 6850 - Dynamic Systems for District-level Instructional Leadership and Assessment
- EDLD 7120 - Professional Field Experience

**Specialist in Education in Educational Leadership
(30-36 credits Beyond an MA)**

1. Central Office Endorsement Option (30 credits, of which 15 credits (5 courses) in those highlighted can be PLA earned)

- EDLD 6060 - Organizational Change for Complex Systems
- EDLD 6630 - Maximizing Human Capacity with Adaptive Personnel Practices
- EDLD 6720 - Strategic District Finance and Operations
- EDLD 6800 - High Impact District Governance and Community Relations
- EDLD 6810 - Law, Policy, and Ethics for District Leaders
- EDLD 6850 - Dynamic Systems for District-level Instructional Leadership and Assessment
- EDLD 7120 - Professional Field Experience
- EDLD 6910 – Education Specialist Project Seminar
- EDLD 7200 - Specialist Project (6 credits)

OR

2. School Administrator Certificate: Building Level Option (36 credits, of which 18 credits (6 courses) in blue font can be PLA earned)

- EDLD 6300 - Data-Informed Decision-Making, Research and Evaluation
- EDLD 6610 - School Law & Ethics
- EDLD 6620 - School Business Management
- EDLD 6640 - Curriculum, Instruction and Assessment Leadership
- EDLD 6670 - The Principalship
- EDLD 6730 - Instructional Leadership and Supervision
- EDLD 6740 - School Community Relations and Cultural Competence
- EDLD 6793 - Principal Internship I
- EDLD 6794 - Principal Internship II
- EDLD 6910 – Education Specialist Project Seminar
- EDLD 7200 - Specialist Project (6 credits)

Ph.D. in Educational Leadership: K-12 Leadership Concentration
(60-69 credit hours minimum, of which 18 – 27 credits can be PLA earned)

I. Leadership Core (6 credit hours)

- EDLD 6060 - Organizational Change for Complex Systems
- EDLD 6090 - Theories of Leadership

II. Professional Inquiry, Research, and Dissertation Core (30 credits total)

A) *Professional Inquiry Component (18 credit hours)*

- EDLD 6861 - Doctoral Studies Seminar I
- EDLD 6862 - Doctoral Studies Seminar II
- EDLD 7300 - Doctoral Dissertation Seminar
- EDLD 7300 - Doctoral Dissertation Credit (9 credits minimum)

B) *Research Methods Component (12 credit hours)*

- EMR 6450 - Data Analytics I: Designed Studies
- EMR 6480 - Qualitative Research Methods
- EMR 6650 - Data Analytics II: Correlation Studies
- 2nd qualitative methods course (determined with advisor)

III. K-12 Education Core (24-33 credit hours total)

A) *K-12 Core Required Courses (6 credit hours, of which 6 credits (2 courses) can be PLA earned)*

- EDLD 6630 - Maximizing Human Capacity with Adaptive Personnel Practices
- EDLD 6810 - Law, Policy, and Ethics for District Leaders

B) *K-12 Cognate Course Options (must choose one option as approved by advisor; 18-26 credit hours)*

1. K-12 School Administrator Certificate: Central Office Endorsement Option (18 credits of which 12 credits (4 courses) can be PLA earned)

- EDLD 6720 - Strategic District Finance and Operations
- EDLD 6800 - High Impact District Governance and Community Relations
- EDLD 6850 - Dynamic Systems for District-level Instructional Leadership and Assessment
- EDLD 7120 - Professional Field Experience
- 6 credit hours of electives

2. K-12 School Administrator Certificate: Building Level Endorsement Option (27 credit hours of which 27 credits (9 courses) can be PLA earned)

- EDLD 6300 - Data-Informed Decision-Making, Research and Evaluation
- EDLD 6610 - School Law & Ethics
- EDLD 6620 - School Business Management
- EDLD 6640 - Curriculum, Instruction and Assessment Leadership
- EDLD 6670 - The Principalship
- EDLD 6730 - Instructional Leadership and Supervision
- EDLD 6740 - School Community Relations and Cultural Competence
- EDLD 6793 - Principal Internship I
- EDLD 6794 - Principal Internship II

3. Teacher/Other Leadership Option (18 credit hours to be determined with advisor)

Appendix B

Currently PLA Eligible Courses Covering School Administrator Certificate: Standards/Learning Outcomes & Rubrics (as of 1-1-21) To be Used by Applicants as Part of “Route 3” Portfolio Development

Note: These are the standards currently approved by MDE and CAEP, based on the ELCC standards. The K-12 programs will be transitioning to the NELP standards by Fall 2021, with this appendix update at that time.

EDLD 6610: School Law & Ethics

(ELCC ASSESSMENT 7: Demonstration of candidate application of educational policies and practices that promote advocacy through transparent, moral, and ethical behaviors to advocate for students at the local, district, state, and national levels.)

Standards/Learning Outcomes:

- 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student’s academic and social success.
- 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
- 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.
- 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
- 5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.
- 6.1: Candidates understand and can advocate for school students, families, and caregivers.
- 6.2: Candidates understand and can act to influence local, district, state and national decisions affecting student learning in a school environment.

EDLD 6640: Curriculum, Instruction, and Assessment Leadership

(ELCC ASSESSMENT 3: Demonstration of candidate application of building level leadership skills in instructional leadership working with faculty on issues of instruction, curriculum, culture, and professional development within the school.)

Standards/Learning Outcomes:

- 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

EDLD 6670: Principalship

(ELCC ASSESSMENT 5: Demonstration of candidate application of building level leadership skills that support an effective P-12 student learning environment)

Standards/Learning Outcomes:

3.1: Candidates understand and can monitor and evaluate school management and operational systems.

3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

EDLD 6730: Instructional Leadership and Supervision

(ELCC ASSESSMENT 8: Demonstration of candidate application of building level leadership skills in instructional leadership working with faculty on issues of technologies and emerging trends and initiatives that support high quality instruction and learning and build teacher and overall school capacity.)

Standards/Learning Outcomes:

2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment

3.4: Candidates understand and can develop school capacity for distributed leadership.

3.5: Candidates understand and can ensure that teacher organizational time focuses on supporting high-quality school instruction and student learning.

6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

EDLD 6740: School Community Relations and Cultural Competence

(ELCC ASSESSMENT 6: Demonstration of candidate application of building level leadership skills in organizational management and community relations developing effective school-based management and resource systems and school-community partnerships.)

Standards/Learning Outcomes:

4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

EDLD 6793 & 6794: Principalship Internship I & II

(ELCC ASSESSMENT 4: Demonstration of candidate application of building level leadership skills in a school level internship/clinical practice setting(s).)

Standards/Learning Outcomes:

1.1: Candidates understand and can collaboratively develop, articulate, implement and steward a shared vision of learning for a school.

1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.

1.3: Candidates understand and can promote continual and sustainable school improvement.

1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Rubric to be Used for EACH Standard/Learning Outcome

Sub - Standard	Emerging 1	Developing 2	Proficient* 3	Accomplished* 4	Score
ELCC #: Candidates..... (each standard/learning outcome listed here)	Candidate's artifact demonstrates only <i>rote knowledge and awareness</i> of the issues.	Candidate's artifact also demonstrates an <i>understanding</i> of issues.	Candidate's artifact also demonstrates how to <i>evaluate and integrate</i> best practices ideas.	Candidates' artifact also demonstrates how to <i>synthesize and analyze</i> best practice ideas.	

*Applicants would need to be rated as being Proficient or Accomplished on EACH standard/learning outcome for a given course, in order to be awarded credit for course.

Appendix C

Currently Eligible Courses Covering Central Office Endorsement: Standards/Learning Outcomes & Rubrics To be Used by Applicants as Part of “Route 3” Portfolio Development

Note: These are the standards currently approved by MDE and CAEP, based on the ELCC standards. The K-12 programs will be transitioning to the NELP standards by Fall 2021, with this appendix update at that time.

EDLD 6630: Maximizing Human Capacity with Adaptive Personnel Practices

(ELCC ASSESSMENT 5: Demonstration of candidate application of leadership skills that support an effective P-12 student learning environment within a district)

Standards/Learning Outcomes

- 2.4: Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within.
- 3.4: Candidates understand and can develop district capacity for distributed leadership.
- 3.5: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.
- 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

EDLD 6800: High Impact District Governance and Community Relations

(ELCC ASSESSMENT 6: Demonstration of candidate application of leadership skills in organizational management and community relations within a district)

Standards/Learning Outcomes

- 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.
- 4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation and use of the community’s diverse cultural, social, and intellectual resources throughout the district.
- 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.
- 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.

EDLD 6810: Law, Policy, and Ethics for District Leaders

(ELCC ASSESSMENT 7: Demonstration of candidate application of leadership skills related to school law policy, and ethics).

Standards/Learning Outcomes

5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.

5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the districts.

5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.

5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.

5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.

6.1: Candidates understand and can advocate for district students, families, and caregivers.

6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.

EDLD 6850: Dynamic Systems for District-level Instructional Leadership and Assessment

(ELCC ASSESSMENT 3: Demonstration of candidate application of leadership skills in instructional leadership within a district)

Standards/Learning Outcomes

2.1: Candidates understand and can sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations.

2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.

2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

EDLD 7120: Field Experience

(ELCC ASSESSMENT 4: Demonstration of candidate application of leadership skills that support an effective P-12 student learning environment within a district)

Standards/Learning Outcomes

1.1: Candidates understand and can collaboratively develop, articulation, implementation, and steward a shared district vision of learning for a school.

1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve school goals.

1.3: Candidates understand and can promote continual and sustainable district improvement.

1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.

Rubric to be Used for EACH Standard/Learning Outcome

Sub - Standard	Emerging 1	Developing 2	Proficient* 3	Accomplished* 4	Score
ELCC #: Candidates..... (each standard/learning outcome listed here)	Candidate's artifact demonstrates only <i>rote knowledge and awareness</i> of the issues.	Candidate's artifact also demonstrates an <i>understanding</i> of issues.	Candidate's artifact also demonstrates how to <i>evaluate and integrate</i> best practices ideas.	Candidates' artifact also demonstrates how to <i>synthesize and analyze</i> best practice ideas.	

*Applicants would need to be rated as being Proficient or Accomplished on EACH standard/learning outcome for a given course, in order to be awarded credit for course.