PROGRAM REPORT FOR THE PREPARATION OF EDUCATIONAL LEADERS (School Building Leadership Level)
Educational Leadership Constituent Council (ELCC)

Educational Leadership Constituent Council (ELCC)

COVER SHEET

1. Institution Name

Arkansas State University

2. State

Arkansas

3. Date submitted

MM   DD   YYYY

09   /   09   /   2008

4. Report Preparer's Information:

Name of Preparer:

Jackie McBride

Phone: Ext.

(870) 942 - 2452

E-mail:

jmcbride@astate.edu

5. NCATE Coordinator's Information:

Name:

Don Maness

Phone: Ext.

(870) 972 - 3057

E-mail:

dmaness@astate.edu

6. Name of institution's program

Educational Leadership

7. NCATE Category

Educational Leadership-Principal

8. Grade levels[1] for which candidates are being prepared

P-12

(1) e.g. Early Childhood; Elementary K-6

9. Program Type

- ◌ Advanced Teaching
- ◌ First teaching license
- ◌ Other School Personnel
- ◌ Unspecified

10. Degree or award level

- ◌ Baccalaureate
- ◌ Post Baccalaureate
- ◌ Master's
- ◌ Post Master's
- ◌ Specialist or C.A.S.
- ◌ Doctorate
- ◌ Endorsement only

11. Is this program offered at more than one site?

- ◌ Yes
- ◌ No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

Building level administrator

14. Program report status:

- ◌ Initial Review
- ◌ Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- ◌ Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable

state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

- ◯ Yes
- ◯ No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ELCC standards. (Response limited to 4,000 characters)

The mission of Arkansas State University's Department of Educational Leadership, Curriculum, and Special Education (ELCSE) is to provide graduate programs for the preparation and licensure of school leaders and special education faculty. The Master of Science in Education (MSE) degree in Educational Leadership offers educators a planned program of study including 36 credit hours of coursework designed to improve general educational and specific professional competencies as leaders in the public school systems. The curriculum incorporates the College of Education (COE) conceptual framework, the Arkansas Standards for School Leaders, the Educational Leadership Constituent Council (ELCC) Standards, and the Technology Standards for School Administrators (TSSA).

The MSE degree is specifically designed to prepare building level administrators and is based on recommendations from professional organizations and accrediting associations. An individualized licensure program of study is planned for students who hold graduate degrees in related disciplines and who wish to obtain building level administrator licensure.

The time allowed for completion of the MSE degree is six years. Graduate work completed prior to six years from the student's date of completion of the degree cannot be used to satisfy degree requirements.

The Arkansas Department of Education (ADE) issues the Building Level Administrator license to allow candidates to serve as a principal, assistant principal, or vice-principal for grades levels P-8 and/or 7-12. The purpose of the licensure system is to produce a cadre of high-quality instructional leaders possessing the knowledge, skills, and dispositions as they relate to standards and performance-based measures. The Arkansas standards guide the performance-based route that encompasses educational leadership, school management, school climate, community relations, curriculum management, and data collection and analysis.

The ADE issues the initial building level license for 1-3 years to applicants who hold a standard teaching license with at least four years teaching experience, at least three years at the level of licensure sought, and hold a graduate degree based on the Arkansas Standards for School Leaders or who have completed a program of study based on the Arkansas Standards for School Leaders. Additional requirements include an internship and the development of a portfolio assessed by program of study faculty and at least one external evaluator. The initial license is upgraded to a standard license to applicants who have successfully participated in the Arkansas Administrator Mentoring Program and successfully completed the School Leaders Licensure Assessment (SLLA).

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

The six-month internship experience includes 265 hours of field and internship experiences embedded in coursework throughout the program with an extended four-month capstone internship experience during the candidate's final semester of coursework. Each candidate must select a primary setting (grades K-8

or 7-12) for the field and internship experiences and work under the supervision of a site mentor. The site mentor (usually one for the entire internship) must be selected upon entry into the program and must be approved by the school superintendent and the chairman of the Department of Educational Leadership, Curriculum, and Special Education at Arkansas State University. The site mentor assists the candidate in setting objectives, completing required objectives, identifying others with whom the candidate may wish to complete some of the activities, and identifying settings for experiences in settings other than the primary setting.

Field and internship experiences commence in ELAD 6103 Ethical Leadership, a prerequisite for all other courses. Candidates must acquire substantive field/internship experiences in each of the following settings for licensure as a building administrator: elementary, middle school, high school, and a community agency. The minimum field experience/internship hours for a candidate completing the program is 265 hours. The hours are accumulated through the capstone internship (minimum of 125 hours) and the field experiences (140 hours).

Of the total 265 hours, a minimum of one hundred and fifty (150) hours of field/ internship experiences must be acquired in the primary setting. A minimum of fifty (50) hours of field experiences must be acquired in school settings other than the primary setting, a minimum of twenty-five (25) hours of experience must be acquired in central office, and a minimum of twenty-five (25) hours of experience must be acquired in a community agency.

In ELAD 6103 Ethical Leadership, candidates are provided a comprehensive list of field/internship activities required for internship/clinical field experiences. These activities may be modified by the mentor to meet the conditions of the field experience/internship site. Additional activities may be selected, modified, or created to better prepare the intern for leadership. These activities may be completed throughout the program of study during the regular school terms or during summer months.

Specific field experiences are embedded within the following courses:
• ELAD 6103 Ethical Leadership-20 hours
• ELAD 6073 School Law- 20 hours
• ELAD6003 School and Community Relations-20 hours
• ELAD 6053 Planning and Resource Allocation-20 hours
• ELCI-6063-Curriulum Management-20 hours
• ELCI 6083 Supervision and Evaluation of Teaching- 20 hours

Plus one of the following courses:

• ELCI 6323 Elementary School Curriculum-20 hours
• ELCI-6423- Middle School Curriculum- 20 hours
• ELCI 6523-Secondary School Curriculum- 20 hours

Field experiences are evaluated by the instructors for each course and the grade for the course reflects the quality of the field experience along with other course requirements. The candidates maintain formative logs of all experiences by activity, date, time, and setting.

The capstone internship is a four-month experience in the primary setting. In addition to other internship activities, each candidate develops a collaborative leadership activity in which the candidate demonstrates, through performance activities, the skills and behaviors similar to those exhibited by an effective administrator. The candidate and the site mentor discuss any overall educational issues that could be strengthened in existing practices or identify a new emphasis for the leadership project. Regardless of the decision, the school's ability to provide an improved learning environment should be

enhanced greatly because of the candidate's chosen project. The site mentor completes a summative evaluation of the candidate and his/her performance in the field and internship experiences.

A major facet of this capstone internship experience requires the candidate to document the leadership skills that have been utilized in communicating effectively; soliciting input from appropriate sources; and ultimately making critical decisions to arrive at a successful conclusion. In addition, the candidate demonstrates proficiency in communication and writing skills through reflections, a vision of learning, and completing an action plan that includes a research paper based on best practices supported by current research.

At the conclusion of the collaborative leadership project all work is presented in a portfolio within an approved format with the required documentation which is evaluated using a scoring rubric. This portfolio in its entirety requires a high level of organizational proficiency and allows a clear sense of the candidate's development over the duration of the field/internship experiences.

The candidate is assigned a university supervisor during the capstone internship and maintains communication with the assigned supervisor through weekly reflections via e-mail. In addition the candidate is required to meet with the university supervisor a minimum of three times throughout the capstone internship experience.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

There are four gates in the program where knowledge, skills, and dispositions of the candidates are assessed and appropriate decisions are made regarding the candidates' admittance or continuance in the program.

Gate #1-Admission Requirements

Candidates seeking admission into the Master of Science in Education degree program in Educational Leadership must meet the following admission requirements of the Graduate School and the specific program requirements for unconditional admission status:

1. Hold a valid teaching license.
2. Achieve a minimum cumulative undergraduate grade point average of 3.00 on a 4.00 scale.
3. Have two years of teaching experience.
4. Have a written commitment from a practicing school administrator who agrees to function as a site mentor during the program of study.

Gate #2-Progress Review by Department Advisor

Upon admission to the program, candidates are assigned an advisor within the department. The advisor must be consulted each semester prior to registration. At that time the advisor will evaluate the candidate's progress and continuance in the program.

Any candidate whose cumulative GPA on all courses taken for graduate credit falls below 3.00 will be placed on probation. Candidates may remove probation by raising their cumulative GPA to 3.00 or better. Failure to make a grade of "B" or better in each course taken while on probation will result in suspension from further graduate work if the candidate's cumulative GPA continues below 3.00. Candidates who have a grade of "F" in any graduate-level course will be ineligible to register for further graduate work.

Gate #3-Internship Application

Candidates must submit a completed Internship Application and the log of field experiences completed to date. The application includes information regarding the grades in courses completed, the courses remaining prior to the capstone internship, and the hours logged for the required field experiences to that point in the program. The internship application must be submitted by September 15 to be eligible for the capstone internship experience in the subsequent spring semester or by February 15 to be eligible for the capstone internship experience in the subsequent fall semester. The department chair and the candidate's advisor will review the application and portfolio to determine the candidate's eligibility to

continue to the capstone internship. In addition, the advisor will review the required artifacts that are to be placed within the candidate's portfolio. Candidates who have not kept their portfolio current or who have not included appropriate artifacts/evidences will not be allowed to continue until the portfolio becomes current and to the level of quality required to successfully meet the portfolio requirement. Students not meeting the required portfolio and field experiences will not be allowed to progress to the capstone internship until changes and improvements are completed in the portfolio.
Gate #4-Portfolio/Comprehensive Examination
All candidates for the MSE in Educational Leadership are required to complete a comprehensive exit assessment (i.e. the comprehensive examination) that consists of a portfolio review. The portfolio is in part a collection of artifacts from authentic performance-based assessments that confirm that the candidate has met ELCC standards. The candidate must be affirmed in each standard in order to receive credit for the graduate comprehensive examination and receive a degree. Those not seeking degrees must be affirmed in each standard to be recommended for a building level administrator license.

4. Description of the relationship [2] of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

The mission of the College of Education (COE) is to generate and disseminate knowledge through teaching, research, and service and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society. Assisting in the accomplishment of this mission, the Department of Educational Leadership, Curriculum, and Special Education (ELCSE) provides graduate programs for the preparation and licensure of school leaders and special education faculty.
The Model for Effective Educational Leadership (MEEL) serves as the conceptual framework for the MSE in Educational Leadership. This framework adopts the ELCC Standards, which are strongly correlated to the Arkansas Standards for Administration, and contributes to accomplishing the following objectives of the unit's conceptual framework Learning to Teach/Teaching to Learn:
1. Demonstrates effective communication skills,
2. Acts in a legal, professional, and compassionate manner,
3. Implements best practices in curriculum,
4. Utilizes a variety of teaching models and strategies,
5. Utilizes appropriate classroom/building management strategies,
6. Utilizes a variety of assessment strategies to monitor student learning,
7. Reflects on teaching and learning.
These outcomes are embedded throughout the performance-based activities designed to accomplish the ELCC outcomes to promote the success of all students by instilling in candidates the capability and disposition to:
1. Facilitate the development, adoption, articulation, and implementation of a school vision of learning;
2. Promote a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff;
3. Manage the organization, operations, and resources to promote a safe, efficient, and effective learning environment;
4. Collaborate with families and other community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Act ethically;
6. Influence the larger political, social, economic, legal, and cultural context.

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(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system[3]. (Response limited to

4,000 characters)

Action research is utilized throughout the unit to ascertain and enhance the health of individual programs and the unit as a whole. Annually, the MSE in Educational Leadership is reviewed by examining data collected via specific ELCC assessments, prescribed unit internal program assessments (Graduate Candidate Survey and Internship Summative Evaluation), and external program assessments (Follow-Up Survey of Graduates and the state licensure exam). An annual improvement action plan, required throughout the unit, is devised and sent to the Program Evaluation Committee for review and acceptance. In addition, a report of the results of the previous year's action plan is reported.

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. Attach the following contextual information:
Files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

Program of Study

See **Attachments** panel below.

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

8. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Building Level Administrator		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]
2007-2008	109	58
2006-2007	116	60
2005-2006	108	46

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

9. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Amany Saleh
Highest Degree, Field, & University[5]	Ph.D. Curriculum & Instruction University of Alabama
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Professor
Tenure Track	ᵇ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Article in Academic Exchange Quarterly (2007): Internet lends support to interns in rural schools Membership Officer, university American Association of University Professors Member, university Graduate Council
Teaching or other professional experience in P-12 schools[11]	Experience in P-12 Schools: Professional Development Workshops: Arkansas Federal Prison, 2007 Jonesboro High School, 2005 Concordia School, 2004 Brandon School District, 2004 Marked Tree School District, 2003 Batesville School District, 2002

Faculty Member Name	Daniel Cline
Highest Degree, Field, & University[5]	Ed.D. School Administration Special Education Indiana University
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Professor
Tenure Track	ᵇ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presentation at the 2007 Annual Conference of the National Council of Professors of Educational Administration: The Process of ISLLC/ELCC Standards Implementation in School Leadership Preparation Programs Secretary, university AAUP-Executive Committee Member, university Faculty Senate
Teaching or other professional experience in P-12 schools[11]	Experience in P-12 Schools: Evaluator for the Lumina Grant providing Advanced Placement programs for seven Arkansas Delta Schools Current Licensure: North Dakota Secondary Teaching

Faculty Member Name	David Holman
Highest Degree, Field, & University[5]	Ph.D. Educational Leadership University of Nebraska-Lincoln
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Associate Professor
Tenure Track	ᵇ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presentation at the 2007 European Teacher Education Network: Multiage Classrooms: The Whole is Greater than a Sum of the Parts Chair, University Institutional Review Board Vice-President, Arkansas Association of University Professors
Teaching or other professional experience in P-	Experience in P-12 Schools: High School science teacher-Physics, chemistry

12 schools[11]	Biology High School Principal

Faculty Member Name	Don Maness
Highest Degree, Field, & University[5]	Ed.D. Oklahoma State University
Assignment: Indicate the role of the faculty member[6]	Faculty & Associate Dean
Faculty Rank[7]	Assistant Professor
Tenure Track	⊜ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presentation at the 2008 Annual Academic Chairs Persons Conference: How Two Novice Department Chairs Learned To Become Effective Leaders Oxford Fellow (2007), Harris Manchester College, Oxford England Member, University Transfer Enrollment Task Force
Teaching or other professional experience in P-12 schools[11]	Experience in P-12 Schools: Served on accreditation teams for ADvancedED (k-12 schools): ---Gaston-Swansen School District #4, Swansen, SC. November 11-14, 2007. ---Williamson County School District, Franklin, TN. January 27-30, 2008 Current Licensure: Oklahoma Superintendent Principal 7-12 American History 7-12 US Government 7-12 World History 7-12 Psychology 7-12 Sociology 7-12

Faculty Member Name	Geroge Foldesy
Highest Degree, Field, & University[5]	Ed.D. Educational Leadership University of Nebraska
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Professor
Tenure Track	⊝ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presentation at the 2003 meeting of the National Council for Professors of Educational Administration: Comparison of Faculty Perceptions of Doctoral Students to Program Entrance Requirements Member, university Academic Budget Committee Member, College of Education Admissions and Credits Committee
Teaching or other professional experience in P-12 schools[11]	Experience in P-12 Schools: Board of Education, Reno, Nevada

Faculty Member Name	Jackie (Helen) McBride
Highest Degree, Field, & University[5]	Ed.D. Educational Leadership Arkansas State University
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Professor
Tenure Track	⊝ YES
Scholarship[8], Leadership in Professional Associations, and	Article in Academic Exchange Quarterly (2006): Aspiring School Leaders Reflect

Service[9]:List up to 3 major contributions in the past 3 years[10]	on the Internship Member, university Honorary Doctorate Committee Chair, department NCATE Assessment Committee
Teaching or other professional experience in P-12 schools[11]	Article in Academic Exchange Quarterly (2006): Aspiring School Leaders Reflect on the Internship Member, university Honorary Doctorate Committee Chair, department NCATE Assessment Committee

Faculty Member Name	Joe Nichols
Highest Degree, Field, & University[5]	Ed.D. Educational Leadership Saint Louis University
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Associate Professor
Tenure Track	ⓑ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Article in the online Journal of College and Character (2006): Who s Minding the Kids? Cyberslacking in The Classroom: An Ethical Dilemma for Aspiring School Administrators Chapter in The 2006 Yearbook of the National Council of Professors of Educational Administration: Project Based Instruction: Eight Questions You Should Ask Special Education Teacher Applicants and How to Score Them Member, College of Education Council of Professional Education Committee
Teaching or other professional experience in P-12 schools[11]	Experience in P-12 Schools: Advisory Board: Raider Open-Door Academy Charter School. Nettleton Public Schools Advisor to Manila AR Public Schools. Organizing and Implementing a Special Education Transition Fair. Blytheville, AR Public Schools. Developing an Alternative Special Education Program for High School Students. Current Licensure: Missouri Superintendent Elementary Principal Special Education Director Special Education MR, K-12 PE, K-12 Health, K-12 Driver Educa

Faculty Member Name	John Beineke
Highest Degree, Field, & University[5]	Ed.D. Social Science Education/ American History Ball State University
Assignment: Indicate the role of the faculty member[6]	Dean and Faculty
Faculty Rank[7]	Professor
Tenure Track	ⓑ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Article in the Journal of the European Teacher Education Network (2004): How Can Rural Schools Inform the Practice of Urban Schools Member, Arkansas Professional License Standards Board 2007-2010 Member, Board of Arkansas Association of Colleges for Teacher Education, 1999-2008
Teaching or other professional experience in P-12 schools[11]	Experience in P-12 Schools: Member, Board of Foundation for Jonesboro School District Governing Committe for ASU Partnership with Jonesboro, Nettleton, & Valley View Public Schools Supervised Interns & Student Teachers Secondary Teacher & Department Chair Current Licensure: Arkansas Curriculum Specialist K-12 Middle Level Social Studies Secondary Social Studies Indiana Social Studies K-12 Iowa Social Studies 7-12

Faculty Member Name	Julia Grady

Highest Degree, Field, & University[5]	Ph.D. Curriculum & Instruction Virginia Polytechnic Institute and State
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Assistant Professor
Tenure Track	ⓑ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Article in the Journal of Geoscience Education (2007): Nano2Earth: Incorporating Cutting-Edge Research into Secondary Education through Scientist-Educator Partnership Member, National Association for Research in Science Teaching
Teaching or other professional experience in P-12 schools[11]	Experience in P-12 Schools: 1974-2004: Chemistry and AP Chemistry teacher in Virginia public schools 2003: Clinical supervision of Virginia Tech preservice science teachers 1999-2001 Curriculum Committee Chair and Lead Teacher for designing curriculum for the Virginia Tech Mobile and PD for chemistry teachers Chemistry Lab 1998-1999 Instructional Designer and Lead Teacher: Virginia Tech Environmental Science summer camp for girls and teachers 1997-1999 Instructional Designer and Lea

Faculty Member Name	Julie Lamb-Milligan
Highest Degree, Field, & University[5]	Ph.D. Gifted Education/ Curriculum & Instruction
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Associate Professor
Tenure Track	ⓑ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Authored Assessment of Giftedness: Concise and Practical (2007) Chair, Department Public Relations Committee
Teaching or other professional experience in P-12 schools[11]	Experience in P-12 Schools: Advisory Board for Paragould School District: Advanced Learning Program (2006-2007 Consultant for Kennett Public Schools: Program for the Gifted (2007) Creative Potential Among Primary Children: Crowley s Ridge Academy (2005-2008) Consultant for Brinkley Public Schools Curriculum Development 2002-2004 Paragould School District Facilitator and Administrator of Gifted Education (1989-2000) Current Licensure: Arkansas Elementary Education 1-6, Gifted

Faculty Member Name	Michael T. Breton
Highest Degree, Field, & University[5]	Ed.D.
Assignment: Indicate the role of the faculty member[6]	Instructor
Faculty Rank[7]	Adjunct
Tenure Track	⊝ YES
Scholarship[8], Leadership in Professional Associations, and	

Service[9]:List up to 3 major contributions in the past 3 years[10]	Officer, Phi Delta Kappa Member, Arkansas Association of School Administrators and Arkansas State Testing Committee
Teaching or other professional experience in P-12 schools[11]	Experience in P-12 Schools: Assistant Principal, Nelson-Wilkes-Herron Elementary School, Mountain Home, Arkansas Current Licensure: Arkansas P-8 Building Level Administrator 7-12 Building Level Administrator P-12 District Level Administrator

Faculty Member Name	Mitchell Holifield
Highest Degree, Field, & University[5]	Ph.D. Educational Leadership Southern Illinois University
Assignment: Indicate the role of the faculty member[6]	Faculty & Department Chair
Faculty Rank[7]	Associate Professor
Tenure Track	☒ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presentation at the 2007 National Council of Professors of Educational Administration Conference: Ethical Reasoning: A Performance-Based Rubric Member, Arkansas Professional Standards Licensure Board Member, National Council of Professors of Educational Administration
Teaching or other professional experience in P-12 schools[11]	Experience in P-12 Schools: Master Principal Coach, Arkansas Leadership Academy, Wynne School District Facilitator, Arkansas Administrator Mentor Training Program, Arkansas State Department of Education Consultant

Faculty Member Name	Ronald W. Towery
Highest Degree, Field, & University[5]	Ed.D. Curriculum and Instruction: Major in Elementary Education with Minor in Educational Leadership Mississippi State University
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Professor
Tenure Track	☒ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presentation at the 2006 National Middle School Association Conference: Collaborative Assessment in a Field Based Program. Presentation at 2007 Association for Childhood Education International Conference: Transforming Pre-Service Teachers Through Partnership Experiences. Department of Teacher Education MSE/BSE Program Coordinator
Teaching or other professional experience in P-12 schools[11]	Experience in P-12 Schools: Supervision of Field Experience Students & Student Interns

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(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(6) e.g., faculty, clinical supervisor, department chair, administrator
(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.
Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ELLC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	School Leaders Licensure Assessment (SLLA)	State Licensure Test	All candidates completing the program and applying for the standard licensure are required to obtain a minimum score of 158 on the SLLA.
Assessment #2: Assessment of content knowledge in educational leadership (required)	Case Studies & Vignettes	Case Studies & Vignettes	Case studies and vignettes are administered and assessed by instructors in the following courses: ELAD 6103 Ethical Leadership ELAD 6053 Planning & Resource Allocation ELAD 6003 School and Community Relations
Assessment #3: Assessment of ability to develop supervisory plan for classroom-based instruction (required)	Needs Assessment & Curriculum Improvement Plan	Field Based Project	ELCI 6063 Curriculum Management
Assessment #4: Assessment of internship/clinical practice (required)	Internship/Clinical Field Experiences Evaluation	Field Experiences & Capstone Internship Assessed by Site Supervisor	ELAD 6593 Supervised Internship (Capstone Internship Course)
Assessment #5: Assessment of ability to support student learning	Graduate and Post Graduate Survey	Survey	Upon completion of the program & 3 years following completion of the

and development (required)			program
Assessment #6: Content-based assessment-application of content(required)	Portfolio Content Artifacts	Portfolio Tasks	Portfolio content artifacts are administered and assessed by instructors in the following courses: ELAD 6103 Ethical Leadership ELAD 6553 Theories of Instruction ELAD 6003 School and Community relations
Assessment #7: Assessment of abilities in organizational management and community relations (optional)	School Based Leadership Project	Field Experience	ELAD 6593 Supervised Internship
Assessment #8: Additional assessment that addresses ELCC standards (optional)	Portfolio Artifacts	Comprehensive Exam Content & Performance Portfolio Tasks	Artifacts are assessed by faculty of specific courses starting in ELAD 6103 Ethical Leadership. The completed portfolio is presented and evaluated by university faculty members and an external reviewer prior to completion of ELAD 6593 Sup. Internshi

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ELLC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ELLC standards.

1. 1.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.

	#1	#2	#3	#4	#5	#6	#7	#8
1.1 Develop a School Vision of Learning.	☑	☑	☑	☑	☑	☑	☑	☑

	#1	#2	#3	#4	#5	#6	#7	#8
1.2 Articulate a School Vision of Learning.	b	e	b	b	e	b	b	b
1.3 Implement a School Vision of Learning.	b	e	b	b	e	b	b	b
1.4 Steward a School Vision of Learning.	e	e	b	e	b	b	e	b
1.5 Promote Community Involvement in School Vision.	b	e	b	b	e	b	b	b

2. Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Promote a Positive School Culture.	b	e	e	b	b	b	e	b
2.2 Provide Effective Instructional Program.	b	b	b	b	e	e	e	b
2.3 Apply Best Practice to Student Learning.	b	b	b	b	e	b	e	b
2.4 Design Comprehensive Professional Growth Plans.	b	b	e	b	b	b	e	b

3. Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Manage the Organization.	b	b	e	b	b	e	b	b
3.2 Manage the Operations.	b	b	e	b	b	e	b	b
3.3 Manage the Resources.	b	b	e	b	b	e	b	b

4. Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

	#1	#2	#3	#4	#5	#6	#7	#8
4.1 Collaborate with Families and Other Community Members.	b	b	b	b	b	e	b	b
4.2 Respond to Community Interests and Needs.	b	b	b	b	b	b	e	b
4.3 Mobilize Community Resources.	b	b	e	b	b	e	e	b

5. Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner

	#1	#2	#3	#4	#5	#6	#7	#8
5.1 Acts with Integrity.	b	b	b	b	e	e	b	b
5.2 Acts Fairly.	b	b	e	b	e	e	b	b
5.3 Acts Ethically.	b	b	b	b	e	e	b	b

6. Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and

influencing the larger political, social, economic, legal, and cultural context.

	#1	#2	#3	#4	#5	#6	#7	#8
6.1 Understand the Larger Educational Context.	b	b	b	b	b	b	b	b
6.2 Respond to the Larger Educational Context.	b	e	e	e	b	b	b	b
6.3 Influence the Larger Educational Context.	e	e	e	e	e	b	b	b

7. Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

	#1	#2	#3	#4	#5	#6	#7	#8
7.3 Candidates apply skills and knowledge articulated in the first six ELCC standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs.	e	e	b	b	e	e	b	b

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
(a) the assessment tool or description of the assignment;

(b) the scoring guide for the assessment; and
(c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

1. State licensure tests or professional examinations of content knowledge. ELCC standards addressed in this entry could include, but are not limited to: 1.1, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3 and 6.1. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 1 Narrative	Assessment 1 Data

See **Attachments** panel below.

2. Assessment of content knowledge in educational leadership. ELCC standards addressed in this entry could include but are not limited to 1.1, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, and 6.1. Examples of assessments include comprehensive examinations, essays, and case studies[15], and portfolio tasks [16]. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 2 Narrative	Assessment 2 Data

See **Attachments** panel below.

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(15) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.
(16) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. Assessment that demonstrates candidates can effectively develop supervisory plans for classroom-based instruction, and other identified professional responsibilitites in educational leadership.[17] ELCC standards that could be addressed in this assessment include but are not limited to: 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 5.1, 5.2, and 5.3. Examples of assessments include school improvement plans, needs assessment projects, and faculty intervention plans. (Answer Required)

Provide assessment information as outlined in the directions for Section IV.

Assessment 3 Narrative	Assessment 3 Data

See **Attachments** panel below.

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(17) NCATE will provide a link to a sample response for this requirement.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in internship/clinical practice. ELCC standards that could be addressed in this assessment include but are not limited to: 1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, and 6.3. Examples of assessments indluce faculty evaluations of candidates' performances, internship/clinical site supervisors' evaluations of candidates' performances, and candidates' formative and summative logs and reflections. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

In addition to the assessment a one-page description should be submitted to inform reviewers how the internship/clinical experience(s) have been designed to meet ELCC standards 7.1, 7.2, 7.4, 7.5, and 7.6.

Assessment 4 Narrative	Assessment 4 Data
Description of Internship	

See **Attachments** panel below.

5. Assessment that demonstrates candidates' ability to support student learning and development. ELCC standards that could be addressed in this assessment include but are not limited to: 1.1; 1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.1; 4.2; 4.3; 5.1; 5.2; 5.3; 6.2; and 6.3. Examples of assessments include post-graduate 360 surveys, employer satisfaction surveys, and community feedback surveys of candidates or graduates. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 5 narrative	Assessment 5 data

See **Attachments** panel below.

6. Assessment of the application of content knowledge in educational leadership. ELCC standards addressed in this entry could include but are not limited to: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, and 6.1. Examples of assessments include action research projects and portfolio tasks.[18]

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 6 Narrative	Assessment 6 Data

See **Attachments** panel below.

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(18) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items.

In this case, some of the artifacts included in the portfolio may be considered individual assessments

7. Assessment that demonstrates candidates' abilities in organizational management and community relations. ELCC standards that could be addressed in this assessment include but are not limited to: 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3. Examples of assessments include school-based strategic plans, school simulations, and school intervention plans. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 7 Narrative	Assessment 7 Data

See **Attachments** panel below.

8. ELCC standards that could be addressed in this assessment include but are not limited to standards 1-6. Examples of assessments include portfolio tasks, postgraduate 360 evaluations, action research projects, needs assessment projects, faculty intervention plans, strategic plans, simulations, school intervention plans, internship evaluations, candidate test scores on comprehensive exams, licensure tests not reported in #1, and follow-up studies of employers. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 8 Narrative	Assessment 8 Data

See **Attachments** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

Multiple changes have been made in the program based on assessment data, feedback from the department advisory committee (composed of graduates of the program and employers), and information gleaned from surveys completed by candidates and site supervisors. One major change is in the transition from a hard-copy portfolio to an electronic portfolio. All candidates entering the program as of fall 2007 are required to maintain an electronic portfolio on LiveText. This allows the faculty advisors to monitor and assess the candidate's progress throughout the program of study and provides the opportunity for faculty intervention and remediation when necessary. It also provides the opportunity for the candidates to make better connections between coursework and the ELCC standards.

The grading scale utilized by the site supervisors to assess the internship and field activities was revised

in 2007 to ensure better alignment with the ELCC standards. In addition, a 3-point scoring rubric with common descriptors was developed for use in assessing all assignments in coursework within the department. The common language has resulted in improved communication between and among faculty and students relative to student performance.

(1) Content Knowledge: Data from the licensure test and the other content assessments indicated that additional opportunities were needed for candidates to analyze information and make decisions based on knowledge of the ELCC standards. As of fall 2006, additional case studies and vignettes based on the ELCC standards have been incorporated into core content courses to provide opportunities for students to process information and apply content knowledge in real world situations that a school leader would experience.

The formative logs and the summative matrix were introduced in 2006 to provide a more clear-cut view of the progress of candidates in addressing the ELCC standard elements throughout the course of study. The logs and matrix also strengthen the candidates' connections to the ELCC standards and the content of the courses as they progress through the program. The matrix also provides the opportunity for the faculty to identify patterns indicating standards that are not being adequately addressed in the content and activities.

Although assessment results show a high level of achievement for students in the content assessments, standards one and six have the lowest means across several of the content assessments. Additional experiences in developing, articulating, implementing, stewarding, and involving others in the school vision have been incorporated in appropriate courses (i.e., Ethical Leadership). The faculty is currently in the process of reviewing syllabi and activities to identify appropriate activities and assessments to strengthen the knowledge and performance of candidates in standard 6.

(2) Professional and Pedagogical Skills and Dispositions: Overall, the assessment data, site supervisor evaluations, and graduate surveys indicate that candidates are strong in professional and pedagogical skills. One of the greatest strengths of the program of study at this university is that candidates begin the program of study working with a site supervisor who serves as a mentor. The site supervisor is available for guidance and assistance in providing the opportunity for meaningful field experiences in diverse settings throughout the program of study. The field experiences begin with the initial course in the program of study (Ethical Leadership) and a minimum of 20 hours of field experiences are imbedded in each required course.

Feedback from the department advisory committee and the site supervisor evaluation indicate a high level of support for the field experiences and the capstone internship experience in providing the opportunity for authentic experiences for our candidates in preparation for building leadership. A major change in field experiences was in defining specific activities for all candidates. Faculty compiled a comprehensive series of required field and internship experiences (in addition to the field experiences embedded in coursework) that will ensure diverse experiences for candidates in multiple settings. This change resulted in a common core of experiences that were validated by the advisory committee as authentic and worthy.

A change has been made in the settings in which field and internship experiences must be completed by the candidates. The majority of the field and internship experiences must be logged in the primary setting in which the candidate is seeking licensure (K-8 or 7-12). Modifications have been made to require candidates and site supervisors to plan experiences in settings other than the primary settings, including a community agency that works in partnership with the schools. The faculty believes this change will strengthen the overall experience of the candidates and result in an educational leader who is better prepared to work in concert with leaders representing other areas.

In examining the assessment data, the elements within standard 1 (1.3, 1.4, & 1.5) and standard 6 (6.1, 6.2) need to be strengthened. The faculty is planning additions to the required activities to addresses standards 1 & 6. An example of one activity being planned is to require candidates to attend a meeting of the state board of education or the education committee of the state legislature to gain first hand knowledge and experience the operations of the agencies beyond the local school district and their impact on the local district. Other hands-on experiences to address standards 1 & 6 are in the planning stages for implementation in subsequent semesters.

(3) Student Learning: The candidates' ability to support student learning and development has been assessed through a graduate survey that is completed immediately upon exit from the educational leadership program with a follow-up survey three years following the candidates' exit from the program. The data from the survey has shown improvement each year in the candidates' responses in terms of the level of their preparation to serve as a school leader. The data has been examined each year and modifications and additions to course content and field experiences have been made accordingly. Examples of this would be changes to the Planning & Resource Allocation course to address standard 3, which was identified in 2005-2006 as an area of concern by the program faculty. Assignments and content were modified to give candidates a deeper knowledge of the skills required in this area and opportunities to apply the knowledge in real situations. The data from the 2006-2007 and the 2007-2008 surveys indicate improvement in addressing standard 3 concerns. Standard 4 was also identified in 2005-2006 as an area of concern. Subsequent changes in the coursework and activities to address standard 4 were incorporated into the School and Community Relations course and the data from the 2006-2007 and 2007-2008 assessments indicate that the changes resulted in higher scores on the survey.

As the department continues to seek improvement in assessing the impact of our candidates on student learning, one area that needs to be considered is adding a survey of administrators in schools employing our former candidates to assess whether or not the graduates of our program are having a positive impact on student learning through their interactions as school leaders with students, teachers, and community. This will be developed during 2008-2009 for implementation the following year. The data gathered from this survey will provide further information to the department in assessing the performance of our candidates and their impact on student learning.

One final change to be implemented beginning in the fall 2008 will be to schedule an open meeting each semester with all candidates in the program to provide the opportunity for candidates to meet with faculty members in an open forum. Information regarding field and internship requirements, on-going portfolio development, and assessment & licensure issues will be clarified and candidates will have the opportunity to interact with peers and assess their individual progress in meeting program requirements. This will be in addition to individual advisement provided by faculty advisors and/or course instructors. The overall purpose of this and other changes made to the program is to provide the highest quality and best prepared candidates for school leadership positions.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in the report to address the standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4. (Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.