PROGRAM REPORT FOR THE PREPARATION OF EDUCATIONAL LEADERS (School District Leadership Level)

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:

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6. Name of institution's program

Educational Leadership

7. NCATE Category

Educational Leadership-Superintendent

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

P-12

_____

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

District 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?

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 Specialist in Education (EDS) degree in Educational Leadership offers educators a planned program of study including 30 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 EDS degree is specifically designed to prepare district 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 district level administrator licensure.

The time allowed for completion of the Educational Specialist 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 District Level Administrator license to allow candidates to serve as a superintendent, deputy superintendent, or assistant superintendent for grades levels P-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 standard district level administrator license to applicants who hold a standard teaching license with at least four years teaching experience and a standard building level or curriculum/program administrator license, and who hold an advanced degree or have completed an advanced program of study reflective of 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 and successful completion of the School Superintendent Assessment (SSA).

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 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 district level setting (grades K-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 other settings (elementary, middle, high school, community agencies.)

Field and internship experiences commence in the initial coursework in which the student enrolls. Candidates must acquire substantive field/internship experiences in each of the following settings for licensure as a district administrator: K-12 district level, elementary level middle level, and secondary level and a community agency. The minimum field experience/internship hours for a candidate completing the program is 265. The hours are accumulated through the capstone internship (minimum of 125 hours) and the field experiences (minimum of 140 hours).

Of the total 265 hours, a minimum of two- hundred and twenty-five (225) hours of field experiences must be acquired in the K-12 setting and a minimum of twenty-five (25) hours of experience must be acquired in a community agency.

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.

Selected courses within the program require specific field experiences which are identified within the syllabi:
• ELAD 7103 School District Administration-20 hours
• ELAD 7063 Educational Facilities-20 hours
• ELAD 7023 School Business Management-20 hours
• ELAD 7013 Contemporary Issues in American Education-20 hours
• ELAD 7013 School Personnel Administration- 20 hours
• ELCI 7523 Curriculum Theory and Practice- 20 hours
• ELFN 7583 Evaluation of Educational Programs and Systems- 20 hours
Total = 140 hours embedded clinical/field experiences

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 a log of all experiences by activity, date, time, and setting.

The capstone internship is a 16 week 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) to successfully design and complete an action research project.

The candidate and the site mentor discuss any overall educational issues that could be strengthened in existing practices or to 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 leadership platform, 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 Educational Specialist degree program in Educational Leadership must meet the admission requirements of the Graduate School and the specific program requirements.

Unconditional Admission Status:
1. Hold an earned masters degree from an accredited institution.
2. Provide evidence to indicate three years of experience as a certified teacher in an educational institution.
3. Achieve a minimum cumulative grade point average of 3.25 on a 4.00 scale in master's work.
4. Hold a current teaching license.
5. Have a written commitment from a practicing central office 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 summer or 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 electronic portfolio.

Gate #4-Portfolio/Comprehensive Examination

All candidates for the EDS 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 district 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.

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 EDS 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.

6. Please attach 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:

District Level Administrator		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]
2007-2008	22	8
2006-2007	18	15
2005-2006	28	9

(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	ⓑ 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	Belinda P. Shook
Highest Degree, Field, & University[5]	Ed.D. Curriculum and Instruction Memphis State University
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]	Member, Board of Directors of the Arkansas Association of Educational Administrators President, Association of Curriculum and Instruction Administrators Arkansas Curriculum Administrator of the Year-2003
Teaching or other professional experience in P-	Experience in P-12 Schools: Superintendent-Beebe School District, 2005-2008 Assistant Superintendent, 2000-2005 Elementary Principal-ten years Teacher - twelve years Pathwise Trainer Inservice training - instruction and assessment Consultant - curriculum alignment Praxis III Assessor Current Licensure:

12 schools[11]	Arkansas Elementary Education, 1-6 P-8 Principal P-12 District Level Administrator Middle Level Social Studies Gifted Education Curriculum Specialist, P-8

Faculty Member Name	David Cox
Highest Degree, Field, & University[5]	Ed.D. Higher Education Administration University of Illinois
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 2007 International Leadership Assoc Conference: Case in Point Teaching: A New Approach to Leadership Education Coordinator, Strategic Planning for Arkansas State University-Jonesboro Consultant, Paragould School District
Teaching or other professional experience in P-12 schools[11]	Experience in P-12 Schools: Process consultant on establishing theme schools, Paragould School District elementary schools-2007

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	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 Service[9]:List up to 3 major contributions in the past 3 years[10]	Article in Academic Exchange Quarterly (2006): Aspiring School Leaders Reflect 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	Mitchell Holifield
Highest Degree, Field, & University[5]	Ph.D. Educational Leadership Southern Illinois 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]	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	Steve Bounds
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]	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]	President, Missouri Association of School Business Officials Member, University Council on Professional Education Member, College of Education NCATE Standard 6 Budget Committee and Assessment Committee
Teaching or other professional experience in P-12 schools[11]	Experience in P-12 Schools: Arkansas Superintendent, 2007 Missouri Superintendent, 1989 2006 Board Finance Workshop, Fall 2007 Current Licensure: Arkansas P-12 District Level Administrator

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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 discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

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 Superintendents Assessment (SSA)	State Licensure test	All candidates completing the program and applying for the standard licensure are required to obtain minimum score of 152 on the SSA.
Assessment #2: Assessment of content knowledge in educational leadership (required)	Case Studies	Case Studies	Case Studies are administered and assessed by instructions in the following courses: ELFN 7583 Evaluation of Educational Programs and Systems ELAD 7013 School Personnel Administration ELAD 7063 Educational Facilities
Assessment #3: Assessment of ability to design, align, and evaluate curriculum, guide professional learning (required)	Curriculum Needs Assessment	Needs Assessment (Field based project)	ELCI 7523 Curriculum Theory and Practice
Assessment #4: Assessment of internship/clinical practice (required)	Internship/Clinical Field Experiences Evaluation	Field Experiences & Capstone Internship Experience Assessed by Site Supervisor	ELAD 7493 Supervised Internship (Capstone Internship Course)
Assessment #5: Assessment of ability to support student learning and development (required)	Graduate & Post Graduate Survey	Survey	Upon completion of the program & 3 years following completion of the program
			Program content artifacts are administered and

Assessment #6: Content-based assessment – application of content (required)	Portfolio Content Artifacts	Portfolio Tasks	assessed by instructors in the following courses: ELAD 7103 School District Administration ELAD 7023 School Bueiness Management ELAD 7033 Contemporary Issues
Assessment #7: Assessment of abilities in organizational management and community relations (optional)	School Based Leadership Project	Field Experience	ELAD 7493 Supervised Internship
Assessment #8: Additional assessment that addresses ELCC standards (optional)	Portfolio Artifacts	Comprehensive Exam Content and Performance Portfolio tasks	Individual program artifacts are assessed by faculty of all courses in the program of study. The completed portfolio is presented and evaluated by university faculty members and an external reviewer prior to completion of ELAD 7493 Supervised Intern

(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. Standard 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 district vision of learning supported by the school community.

	#1	#2	#3	#4	#5	#6	#7	#8
1.1 Develop a District Vision of Learning.	⮯	⮯	⮯	⮯	⮯	⮯	⮯	⮯
1.2 Articulate a District Vision of Learning.	⮯	⮯	⮯	⮯	⮯	⮯	⮯	⮯
1.3 Implement a District Vision of Learning.	⮯	⮯	⮯	⮯	⮯	⮯	⮯	⮯

	#1	#2	#3	#4	#5	#6	#7	#8
1.4 Steward a District Vision of Learning.	b	b	b	e	b	b	e	b
1.5 Promote Community Involvement in District Vision.	b	b	b	b	b	e	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 District Culture.	b	e	e	b	b	e	e	b
2.2 Provide Effective Instructional Program within District .	b	e	b	b	b	e	b	b
2.3 Apply Best Practice to Student Learning.	b	e	b	b	e	b	e	b
2.4 Design Comprehensive Professional Growth Plans.	b	b	b	b	b	e	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.

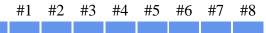|	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Manage the District Organization.	b	b	e	b	b	b	b	b
3.2 Manage District Operations.	b	b	e	b	b	b	b	b
3.3 Manage District Resources.	b	b	e	b	b	b	b	b

4. Standard 4.0: Candidated who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with the 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	b	b	b
4.2 Respond to Community Interests and Needs.	b	b	b	b	b	e	b	b
4.3 Mobilize Community Resources.	b	e	e	b	b	e	b	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	e	e	b	b	b	b	b
5.2 Acts Fairly.	b	e	e	b	b	b	e	b
5.3 Acts Ethically.	e	e	b	b	b	b	e	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

	#1	#2	#3	#4	#5	#6	#7	#8
6.1 Understand the Larger Educational Context.	b	e	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.	b	e	e	e	b	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 assessment 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. (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.

3. Assessment that demonstrates candidates can effectively design, align, and evaluate curriculum, guide professional learning, and other identified professional responsibilities in educational leadership. 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 district improvement plans, needs assessment projects, and district curriculum redesign projects.

Provide assessment information as outlined in the directions for Sections III and IV.

Assessment 3 Narrative	Assessment 3 Data

See **Attachments** panel below.

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, 6.2, and 6.3. Examples of assessments include 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. 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.[15] (Answer Required)

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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(15) 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 district-based strategic plans, district simulations, and district intervention plans.

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

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 three and six have the lowest means across several of the content assessments. Emphasis is being placed on the content knowledge for all candidates in managing the operation, resources, and organization in two courses (ELAD 7063 Educational Facilities and ELAD 7023 School Business Management). 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.

In reviewing the course syllabi and aligning content to the ELCC standards, it was evident that an area of weakness was in standard 2. ELCI 7523 Curriculum Theory and Practice was added to the required program of study for all candidates beginning in 2007.

(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 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 district 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. 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 (1.1,1.2, &1.3) and standard 6 (6.1, 6.2, 6.3) 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 School Business Management 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 1 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 District Administration 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 response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition 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.