

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

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION**

**COVER SHEET**

**Institution** University of Georgia State Georgia

**Date submitted** September 14, 2005

**Name of preparer** Dr. Max Skidmore

**Phone #** 706/542-4151 **Email** mskidmor@uga.edu

**Program documented in this report:**

**Name of Institution's program** Educational Administration and Policy

**Grade levels for which candidates are being prepared** Pre K-12

**Degree or award level** M. Ed. in Educational Administration and Policy, L-5 Add-on

**Title of the state license for which candidates are prepared** L-5 in Educational Leadership

**Program report status:**

**Initial review**

**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. Does your state require such a test? Test information and data must be reported in Section III

**Yes**

**No**

**SECTION I—CONTEXT**

1. State or institutional policies that may influence the application of ELCC standards.

Candidates are required to pass Praxis II in educational leadership prior to being certified. The faculty recommends that candidates wait until the final semester of their coursework or during the practicum to take this examination and most of them do. Candidate scores and other data on the Praxis II test are reported in Section II of this report.

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 internships.

For the M.Ed. Degree, students complete 150 hours of EDAP 7800, Practicum, during two consecutive semesters following completion of at least 18 semester hours of the Core coursework. Students who are enrolled in the L-5 Add on Certification Program complete 150 hours of EDAP 7800, the Practicum, during two consecutive semesters following completion of at least 12 semester hours of the Core coursework.

Prior to EDAP 7800, students engage in field-type experiences in a majority of the Core Courses (e.g., in EDAP 7020 (Supervision of Instruction), students conduct clinical cycles of instructional supervision with a teacher and then develop a professional growth plan with that teacher; in EDAP 7060, School Business and Resource Management, students work with data from a school and develop a site-level budget).

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.

The following URLs contain descriptions of the Master's Degree and the L-5 add-on certification programs.

<http://www.coe.uga.edu/adminpolicy/masters.html>. This URL for the Master of Education Degree in Educational Administration and Policy leads to the website that contains information concerning admission requirements, the program of study, special requirements for completing the program, and application procedures.

<http://www.coe.uga.edu/adminpolicy/l5.html>. This URL for the L-5 Add-on Certification Program leads to the website that contains information concerning admission requirements, the program of study, and the application process.

### **M. Ed. in Educational Administration and Policy**

The M. Ed. in Educational Administration and Policy is designed to prepare students for careers as effective administrators in public and private schools, Pre k-12. The program courses combine course content and professional knowledge pertaining to school leadership and administration. Students develop knowledge and skills in the concepts defined through the ELCC standards as they complete at least five of the six courses in Supervision of Instruction (EDAP 7020), Organizational Leadership in Schools (EDAP 7030), School Law (EDAP 7040), Personnel Administration and Staff Development (EDAP 7050), School Business and Resource Management (EDAP 7060), and Curriculum Development and Evaluation (EDAP 7070). Through additional studies in research, ethics, and other foundations areas, students

increase their knowledge and skills in school administration so they are prepared to be more effective school leaders.

For the L5 add-on Certification Program of Studies, beginning fall 2005, all six core courses are required for the completion of the Program of Studies. This change was made to ensure the equivalency of the preparation of candidates on completion of the program of studies, given that the Master's Degree students have to complete these six courses as part of the Core Course Requirements.

For both the Master's Degree and the non-degree seeking L5 students in Educational Administration and Policy, during the practicum, they apply their knowledge and skills in schools by working with mentors/supervisors to become familiar with the expected performance of a school administrator and to lead activities that improve school performance.

Admission requirements to the graduate major in Educational Administration and Policy include as a baseline:

- Undergraduate GPA of 2.6 or better
- Graduate Record Examination Score of 850 or higher with at least 400 on each of the two sub-scores (verbal and quantitative), or a score of 44 or higher on the Miller Analogies Test.
- Three letters of recommendation from individuals familiar with the candidate's academic and professional work.

## **L-5 Add-on Certification Program in Educational Administration and Policy**

The L-5 Add-on Certification Program in Educational Administration and Policy is offered to those candidates who hold at least a Master's Degree from an accredited institution and who have clear, renewable teaching or professional certification from the state of Georgia. Students complete 24 semester hours, the required courses that comprise the core of the Master's Degree Program and in addition, they must complete 150 hours of practicum during two consecutive semesters not including the summer session.

### **PRACTICUM DESCRIPTION**

#### **General description**

The Practicum provides an opportunity to consider, evaluate, and implement theories of leadership and educational administration and policy in a school setting. Students apply concepts learned in educational administration and policy courses within a school context.

For students enrolled in the Master's Degree and the non-degree L5 Traditional Certification Programs, EDAP 7800 is sustained twice spanning two semesters. During each semester of enrollment, students engage in a minimum of 75 hours of field experiences that not only complement and extend course materials and activities, but also align with the ELCC Standards for Administrator Preparation. Students are required to develop a portfolio in which artifacts representing activities sustained during the experience are presented to the professor of record at the conclusion of each semester of enrollment.

The work students engage in is tailored to support them in developing awareness, capability, and proficiency in the knowledge, understanding, and application of the ELCC Standards. Students are required to engage in work across all six ELCC Standards and the Elements of each ELCC Standard.

In addition to the 75 clock hours of "doing the work" of an administrator, students spend a minimum of 10 additional clock hours shadowing an administrator and then an additional 10 hours of observing different teachers in their classrooms. These hours do not count toward the required 75 hours.

EDAP 7800 is a capstone experience building on the coursework and field activities associated with these courses to ensure that prospective leaders are prepared to be capable of assuming building-level administrative positions.

4. Description of the relationship of the program to the unit's conceptual framework. The conceptual framework states that the college "prepares exemplary, reflective professionals to serve a diverse global community; it achieves that end through teaching, scholarship, outreach, and partnership at the local, national, and international levels." The preparation programs across the Program in Educational Administration and Policy have the same framework because they are based on the three aims of the University, teaching, research, and service.

5. Additional information unique to the program that impacts the current status. In June 2002, the Department of Educational Administration and Policy was chartered by the Board of Regents of the University System of Georgia following a period of self-study, analysis, and recommendations by a faculty committee appointed by the Dean to senior University administrators and the Board of Regents. In October of that year, the Dean appointed selected faculty members and assigned programs to reopen in the new department from the former Program in Educational Leadership to the newly-formed Department of Educational Administration and Policy) with the charge that faculty members broaden their vision of professional responsibilities to include scholarship and research to the existing charges of teaching, service, and partnership in the realm of educational administration and policy. The faculty convened to reconceptualize and broaden the curriculum and requirements for the Master's Degree and the Specialist in Education, to develop a Ph.D., and to oversee the L5 on-line certification program. In 2005, the non-degree L5 on-line program was moved to the Program in Educational Leadership and the traditional L5 certification program was moved into the Program in Educational Administration and Policy. At the beginning of this unit and continuing, all programs of study have been reorganized and refined to meet the emphasis on scholarship and research. This action is consistent with national and international interests in leadership theory and development, school reform, and policy analysis that have recently emerged and that are part of the College of Education conceptual framework.

The college reorganization of 2003-2004 resulted in the merger of the Department of Educational Administration and Policy into the Department of Lifelong Education, Administration, and Policy, a new department created through the reorganization of the college and the merger of three former departments into one with each retaining its disciplinary integrity. The faculty has been charged to produce scholarship, teaching, outreach, and partnerships that are exemplary and that provide direction for the larger education community.

Recognizing the need to provide continuing educational non-degree programs for school executives in the southeastern area, to monitor changing educational needs and priorities for leaders of school districts, and to obtain data concerning the effectiveness of degree programs, the program area organized an institute for superintendents that began in 2001 and continues. The objectives of the program are to: 1) develop skills necessary to provide effective executive leadership for the

employing school district, 2) increase awareness of changes in society, business and education that may require concomitant changes in the operation of educational programs, and 3) establish and maintain a framework that allows for analysis of individual character, purposes and goals. More than 50 superintendents have participated in this program.

5. Indication of whether the program has a unique set of program assessments, which are different from those expected for the unit's assessment system, and the relationship of the program's assessments to the unit's assessment system.

### **Assessment through the establishment of four decision points**

The Program in Educational Administration and Policy has adopted four decision points to guide student progression through the Master's Degree and L-5 Add-on Certification Programs. These decision points occur at 1) admission to the program, 2) completion of the coursework, 3) completion of the practicum that occurs at two points, and 4) program completion and exit. Faculty, students, practicum instructors, and supervising administrators participate in at least one decision point. Summary information indicating the decision points and activities that are included for each point are indicated at Table 1

**TABLE 1**

#### **FOUR DECISION POINTS FOR CANDIDATE PROGRESSION THROUGH THE PROGRAM**

<b>DECISION POINTS</b>	<b>DATA SOURCES</b>
1-Admission	GRE score, GPAs for all prior coursework, philosophy statement, three letters of recommendation
2-Assessment of candidate performance in core courses Practicum pre-entry	GPA in 16 semester hours of core courses, recommendation of advisor based on mastery of ELCC standards
3a-Practicum initiation	Recommendation of the advisor to enter the practicum, student self-analysis and evaluation of skill attainment of ELCC Standards at the onset of the Practicum and at the end of the Practicum, noting growth and development and areas to concentrate during the next part of EDAP 7800. Instructor and supervisor evaluation rubrics, and portfolio evaluation
3b-Practicum completion	Examination of self-assessment from the first part of the practicum, evaluation of the portfolio, instructor and supervisor evaluations, passing score on Praxis II (leadership)
4-Program completion	Completion of remaining coursework, evaluation of GPA in courses, evaluation of candidate philosophy of educational administration, portfolio completion and evaluation, artifact

evaluation, oral examination, and exit survey
---

Employers are surveyed after candidates complete their degree and/or certification requirements. This survey provides information from a source external to faculty and staff who are conducting the program.

## ATTACHMENTS FOR SECTION I

1. Chart with number of candidates and completers

(See Attachment A)

2. Chart on program faculty experience and experience

(See Attachment B)

3. Program of study that outlines the courses and experiences required (see also: <http://bulletin.uga.edu/bulletin/prg/index.html>, <http://www.coe.uga.edu/adminpolicy>)

(See Attachment C)

## ATTACHMENT A NUMBER OF CANDIDATES AND COMPLETERS

EDUCATIONAL ADMINISTRATION AND POLICY MASTER'S DEGREE PROGRAM		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2002-2003	Not open	Not open
2003-2004	29	2
2004-2005	50	17

EDUCATIONAL ADMINISTRATION AND POLICY L-5 ADD-ON PROGRAM		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2002-2003	Not open	Not open
2003-2004	30	0

2004-2005	51	10
-----------	----	----

## ATTACHMENT B 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	Degree & Filed	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track (YES/NO)	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teach other professional experience 12 sc
Dr. Lea Arnau	Ed.D. Educational Leadership	Faculty	Part-time assistant professor	No	President-elect of Georgia Staff Development Council; Georgia DOE design team Co-director for Master Teacher-Academic Coach professional learning component (for Academic Coach); Design Team for Georgia Leadership Institute for School Improvement Leadership Coaching Module; Article in NASSP Bulletin June, 2004 – <i>Peer Coaching: Veteran High School Teachers Take the Lead on Learning</i> ; Instructor of	Direct Prof Learning Gwin Cour Schc Geor K-12 certif Lead Ment Reta Inter- and I Colle conti teach profe learn deve cours

					Georgia Staff Development Council's Academy for High Quality Professional Learning; numerous presentations at National Staff Development Conferences and at Association for Supervision and Curriculum Development conferences
John Dayton	J.D. & Ed.D. Educational Administration & Policy	Faculty	Professor	Yes	<p>John Dayton &amp; Anne Dupre (2004). School Funding Litigation: Who's Winning the War? <i>Vanderbilt Law Review</i>, 57, (6) 2351-2413.</p> <p>John Dayton, Anne Dupre &amp; Christine Kiracofe (2004). Education Finance Litigation: A Review of Recent State High Court Decision and Their Likely Impact on Future Litigation. <i>Education Law Reporter</i>, 186, 1-14.</p> <p>John Dayton (2003). Rural Children, Rural Schools, and Public School</p>

					Funding Litigation: A Real Problem in Search of a Real Solution. <i>Nebraska Law Review</i> , 82, 99- 132.	
Elizabeth DeBray	Ed.D., Administration, Planning, and Social Policy	Faculty	Assistant Professor	Yes	Articles accepted for publication in <i>High School Journal Teacher's College Record</i> , and <i>Peabody Journal of Education</i> . Member, Governmental Board, American Association of Colleges of Teacher Education. Forthcoming book to be published in 2006 by Teacher's College Press.	Certi seco socia seme stude 10-1 histo
Dr. William Kruskamp	Ed.D., Educational Leadership	Faculty	Part-time Assistant Professor	No	Presentation: Kruskamp, G., Zepeda, S.J., & McGee, J. (2004, July). Principals assisting department chairs as they supervise in high-stakes classroom environments. Paper presented at the 18 <sup>th</sup> Annual HSTW Staff Development Conference, Atlanta, GA  Publication: Arnau, L., Kahrs,	A prc educ over servi teach depa chair admi Geor Janu have princ Shilo Schc Gwir Cour Geor

					J., & Kruskamp, W. (2004). Peer coaching: Veteran high school teachers take the lead on learning. <i>NASSP Bulletin</i> , 88 (639), 26-41.	
Catherine Sielke	Ph.D., K-12 Administration	Faculty	Associate Professor	Yes	<p><i>Encyclopedia of Educational Leadership and Administration</i>, (In Press) Fenwick English (Ed.), Thousand Oaks, CA: Sage Publications.</p> <p>School Budgeting (2,500 words); Elections, School Boards, Bond Issues (1,000 words); Consolidation, of School Districts, History, Issues (1,000 words).</p> <p>Sielke, C.C. (2004). Rural factors in state funding systems. <i>Journal of Education Finance</i> 29 (3). 223-236.</p> <p>Sielke, C.C. (2003). Financing school infrastructure needs: An overview across the 50 states. In Faith Crampton &amp; David Thompson (Eds.) <i>Saving</i></p>	State Mich Perr Teac Certi Grad Engli Stud 7-8, ,

					<p><i>America's School Infrastructure</i> (pp. 27-51) Greenwich CT: Information Age Publishing.</p> <p>Chair, Fiscal Issues, Policy &amp; Education Finance SIG of the American Educational Research Association.</p>	
Max Skidmore	Ed.D. Educational Administration	Faculty	Academic Professional	No	<p>Publication of 5 entries in English, F. ed. (in press) <i>Sage Encyclopedia of Educational Administration</i>.</p> <p>(2004) A sense of purpose. <i>The American School Board Journal</i>, 191 (11)37-38.</p> <p>(2001) Recruiting more and better teachers – with incentives. <i>School Business Affairs</i>, 67 (10) 6-8.</p> <p>Service: Director, Southeastern Superintendents Institute for school superintendents.</p>	<p>Midd teach scho</p> <p>6 ye</p> <p>supe</p> <p>12 ye</p> <p>centr</p> <p>admi</p> <p>years</p> <p>state</p> <p>to de</p> <p>proct</p> <p>tappi</p> <p>selec</p> <p>scho</p> <p>admi</p>
William G. Wraga	Ed.D., Social & Philosophical Foundations of Education	Faculty	Professor	Yes	<p>Scholarship: Wraga, W. G. (2004). Making educational leadership 'educational.' <i>Journal of School</i></p>	<p>High teach</p> <p>studi</p> <p>Engli</p> <p>years</p> <p>scho</p> <p>studi</p>

					<p><i>Leadership</i>, 14(1), 105-121. Wraga, W. G. (2003). The progressive classicism of Alexander James Inglis. <i>The Classical Journal</i>, 99(1) 59-69.</p> <p>Wraga, W.G., &amp; Hlebowitsh, P.S. (2003). Toward a renaissance in curriculum theory and development in the United States. <i>Journal of Curriculum Studies</i>, 35(4), 425-437.</p> <p>Leadership in Professional Associations: Member, Executive Board, Society of Professors of Education, 2003-2005. President, Society for the Study of Curriculum History, 2001-2003. Member, Board of Directors, John Dewey Society, 2000-2002. Service: Consultant, "Teaching the Holocaust in Latvian Schools Project," College of Education, University of Iowa, 2004. Consultant,</p>	<p>depa supe years Offic socia supe years Certi State Jerse Admi Princ Supe Teac Engli Socia State York of Sc Stud</p>
--	--	--	--	--	--	--

					Review of Proposed Ed.D. in Leadership at the University of Louisiana at Lafayette and Southeastern Louisiana University. Louisiana Board of Regents, 2003-2004.	
Sally J. Zepeda	Ph.D.	Faculty, Graduate Coordinator	Associate Professor	Yes	<p>Scholarship: Zepeda, S.J., &amp; Mayers, R.S. (in press). An Analysis of Research about Block Scheduling. <i>Review of Educational Research</i></p> <p>Zepeda, S.J. (2003). <i>Principal as instructional leader: Handbook for instructional supervisors</i>. Larchmont, NY: Eye on Education.</p> <p><u>Leadership in Professional Associations, and Service Chair:</u></p>	<p><u>Rece</u> <u>Enga</u> One inten servi for hi depa chair on in supe Shilo Schc (Gwi Cour Schc Chai mem admi team UGA and I Shilo Schc on th</p>

					<p>AERA SIG, Supervision and Instructional Leadership and past Secretary and Treasurer</p> <p>Guest Editor, NASSP Special Themed Issue on Instructional Supervision</p> <p>University of Georgia Liaison to the state-wide Georgia Association of Curriculum and Instructional Supervisors</p>	<p>tools class obse post- confe</p> <p>Deve Annc Bibli Perfc Coac Geor Lead Initia Schc Impr (GLI'</p> <p>Licer Certi Illino 75 (p and Supe Certi Lang Teac Certi grad Illino Minn</p>
--	--	--	--	--	--	--

## ATTACHMENT C

### M.Ed. Educational Administration and Policy Advisement Form

Social or Ethical Foundations (3 semester hours)					
	Sem/yr	Grade	Course #	Course Name	Notes
⑩					
Research in Educational Leadership (4 semester hours)					
	Sem/yr	Grade	Course #	Course Name	Notes
⑩			EDAP 7600	Research in Educational Leadership	
Major (24 semester hours)					
	Sem/yr	Grade	Course #	Course Name	Notes
⑩			EDAP 7020	Supervision of Instruction	
⑩			EDAP 7030	Organizational Leadership	
⑩			EDAP 7040	School Law	
⑩			EDAP 7050	Personnel Administration and Staff Development	
⑩			EDAP 7060	School Business and Resource Management	
⑩			EDAP 7070	Curriculum Development and Evaluation	
Practicum (2 semester completed over two consecutive semesters)					
	Sem/yr	Grade	Course #	Course Name	Notes
⑩			EDAP 7800	Practicum in Educational Administration and Policy	
⑩			EDAP 7800	Practicum in Educational Administration and Policy	
Electives (3 semester hours)					
	Sem/yr	Grade	Course #	Course Name	Notes
⑩					

## **Traditional L5 Add-on Certification Program Advisement Form**

The L5 certification program consists of 20 semester hours of credit to include 5 of the following 6 courses:

1. EDAP7020-4 semester hours-Supervision of Instruction
2. EDAP7030-4 semester hours-Organizational Leadership
3. EDAP7040-4 semester hours-School Law
4. EDAP7050-4 semester hours-Personnel Administration and Staff Development
5. EDAP7060-4 semester hours-School Business and Resource Management
6. EDAP7070-4 semester hours-Curriculum Development and Evaluation

AND

A total of 2 semester hours completed over two consecutive semesters in the Practicum, EDAP7800. Selection of the appropriate courses will be made in conjunction with the advisor and will be predicated on the individual student's needs and interests.

Beginning fall 2005, students admitted to the Program in Educational Administration and Policy are required to complete all 6 of the above courses. This was a program area decision after examining the ELCC Standards and as a way to ensure candidates are prepared across all areas with the field of educational administration and policy and to ensure equivalency across the domains required for certification at the L5 level.

### **NOTES**

Students seeking the L5 Certificate shall not enroll in the Practica until completing half of the required coursework at the University of Georgia. Previously, students had to complete one third of coursework; in 2005, this was changed to half completion of core courses to ensure exposure and mastery of ELCC Standards as prerequisite prior to beginning the Practicum, EDAP 7800.

1. Professional educational administration experience shall not count toward satisfying the requirements of the Practica for the L5 add-on Certificate at the University of Georgia.
2. The requirements of the Practica shall not be met through transfer of credit hour(s).
3. Any coursework after six years is not considered recent and will not count toward the L5.

4. No more than one course shall be considered for transfer from another university, and transfer of credit will be predicated on both recency and equivalency to the requirements of the L5 Certification Program of Study. The graduate coordinator shall determine the suitability of transfer credit with the student presenting documentation (e.g., course description, syllabus) at the time the request is made.
5. The Practica will not be sustained during the summer term.

At the completion of the Program of Study and successfully passing the PRAXIS II, paperwork for applying for certification can be obtained from:

Mrs. Kate Character  
Rm 122 Aderhold Hall  
The University of Georgia  
Athens, GA 30602  
(706) 542-1717

## SECTION II—ASSESSMENTS AND RELATED DATA

			Attachments		
Title of Assessment	Type of Assessment	When assessment administered	Assessment	Scoring Guides/Criteria	Data Table
1. Content Knowledge-- Licensure exam	Praxis II	Prior to recommending for certification			X
2. Content-based	GPA in core courses	Completion of core courses	X	X	X
3. Application of content	Rubric for practicum completion	At the end of each practicum (Parts I & II)	X	X	X
4. Ability to develop a supervisory plan for classroom-based instruction	Rubric for portfolio completion	End of program	X	X	x
5. Clinical practice	Instructor & supervising administrator evaluations	End of practicum (Parts I and II)	X	X	x
6. Abilities in organizational management and community relations	GPA in core courses	Completion of core courses	X	X	x
7. Ability to support student learning and development	Candidate exit survey	End of program	X	X	x
8. Induction into the field	Employer survey	After program completion	X	X	x

## ATTACHMENTS FOR SECTION II

### Attachments for Assessment I (licensure assessment)

1. Assessment and instructions to candidates:  
NA
2. Scoring guides or criteria used to score candidate responses on the assessment  
NA
3. Tables with result of assessment

### TABLE 2

### Spring 2005 Master of Education Graduates

Candidate	Degree/ Certification	GPA	Praxis II
1.	MED	3.91	NT
2.	MED	4.00	9/11/04
3.	MED	4.00	1/08/05
4.	MED	4.00	6/12/04
5.	MED	4.00	6/12/04
6.	MED	3.90	NT
7.	MED	4.00	11/20/04
8.	MED	4.00	NT
9.	MED	4.00	6/12/04
10.	MED	3.88	6/12/04
11.	MED	4.00	11/20/04
12.	MED	4.00	11/20/04
13.	MED	3.76	1/10/04
14.	MED	4.00	9/11/04
15.	MED	3.88	9/11/04
16.	MED	4.00	11/20/04

Summary data for Spring 2005 Master of Education graduates (N=16)

GPA average: 3.96 out of 4.00

All candidates except three took the Praxis II exam. Those that did not are recorded in the table as NT. All candidates who took the Praxis II exam received a passing score.

**TABLE 3**

**Spring 2005 Traditional L-5 Add-on Certification  
Candidates who completed the program**

<b>Candidate</b>	<b>Degree/ Certification</b>	<b>GPA</b>	<b>Praxis II</b>
1.	Traditional L5	3.80	11/20/04
2.	Traditional L5	3.88	9/11/04
3.	Traditional L5	4.00	4/16/05
4.	Traditional L5	3.87	6/11/05
5.	Traditional L5	4.00	6/12/04
6.	Traditional L5	4.00	1/08/05
7.	Traditional L5	4.00	11/20/04

Summary data for Spring 2005 L-5 Add-on Program (N=6)

GPA average: 3.95 out of 4.00

All candidates who were in the Traditional L-5 Add-on Program took Praxis II and made a passing score on the examination.

**Attachments for Assessment 2 (Content-based)**

**GPA ASSESSMENT**

1) Assessment and instructions to candidates

Graduate students in the M.Ed. and L-5 Add-on Certification Programs are required to maintain an overall GPA of 3.00.

2) Scoring guides or criteria used to score candidate responses on the assessment

The grading system for the University of Georgia as listed in The *UGA Bulletin* is:

A (4.00)	Excellent
B (3.00)	Good
C (2.00)	Satisfactory
D (1.00)	Passing
F (0)	Failure

Faculty members identified the standards that are taught through the content of their courses and the summary is shown at Table 4.

## 3.) Tables with results of assessments

See Tables 2 and 3 in this section for data on individual students who took and passed this assessment. All students except three took the test. All candidates who took the test passed it (100%).

## RUBRICS

Rubrics are used in some core courses to evaluate candidate knowledge in the content areas. Rubrics are linked to the ELCC Standards addressed in the courses. The following rubrics are used in EDAP 7020 (Supervision of Instruction) and EDAP 7050 (Personnel Administration and Staff Development).

**Table 4****STANDARDS TAUGHT IN INDIVIDUAL CORE COURSES**

STANDARDS	COURSES						
	7020	7030	7040	7050	7060	7070	7800
1.1	X					X	X
1.2	X			X		X	X
1.3						X	X
1.4		X				X	X
1.5		X					X
2.1				X		X	X
2.2	X			X		X	X
2.3	X					X	X
2.4	X			X			X
3.1				X	X	X	X
3.2			X	X	X		X
3.3			X	X	X		X
4.1		X			X		X
4.2		X			X		X
4.3		X			X		X
5.1	X		X				X
5.2	X						X
5.3	X		X		X		X
6.1			X	X	X		X
6.2			X		X		X
6.3			X	X			X

## Rubric I

### EDAP 7020

#### Individual Teacher Supervisory and Professional Growth Plan

**Standard 2:** Candidates who complete the program are educational leaders who promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Each component of the Individual Teacher Supervisory and Professional Growth Plan will be assessed overall based on the following three criteria:

1. **Completeness** (Have all of the requirements for that component been completed?)
2. **The degree to which the project provides a coherent image of a comprehensive teacher growth plan** (Does the professional growth plan follow logically from the focus identified in the pre-observation conference, the observational tool used, the data collected during the observation, and the report from the post-observation conference?); and,
3. **The extent to which the student has demonstrated the ability to create an atmosphere of collaboration in the supervision process** (Do the artifacts from the process demonstrate equal involvement on the part of the teacher and the supervisor?).

Elements	Meets	Partially Meets	Does Not Meet	Points	Comments
Teacher Profile/School Context Narrative <i>* Profile of the teacher for whom the plan is being developed</i> <i>* Profile of the supervisory and evaluative procedures in place in the setting</i> <i>* Profile of the School setting</i>				10	
Pre-observation Form <i>* Identification of classroom context, characteristics of the learners</i> <i>* Learning objectives</i>				15	

* Focus mutually identified between the supervisor and the teacher					
--	--	--	--	--	--

Elements	Meets	Partially Meets	Does Not Meet	Points	Comments
Discussion of which Data Tools Used and Why * uses at least two data collection tools and spends a minimum of 45 minutes observing the teacher				15	
Raw Classroom Observation Notes * notes detail what was observed—what was the teacher doing and what were the children doing; * extrapolates a composite of teaching and learning based on the lesson being taught, and the characteristics of the students				10	

Elements	Meets	Partially Meets	Does Not Meet	Points	Comments
Post-observation Conference Report * presents data in a value-free manner; * allows teacher to analyze and reflect “out-loud” about the data * teacher is able to reconstruct the lesson				25	
Professional Growth Plan * Based on the pre-observation conference (area of focus), the observation, and the discussion in the post-observation conference, a <u>DETAILED</u> professional				35	

growth plan include areas for the teacher to explore, ways in which the teacher can explore these areas, and any other mutually agreed on aspect (e.g., what artifacts to include). *Monitoring plan (e.g., markers of completion, time frame).					
Reflections on the Process and Summary				10	
Total Points					

## RUBRIC II

### EDAP 7020 Supervision of Instruction Instructional Best Practices

**ELCC Standard 2:** Candidates who complete the program are educational leaders who promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

2.2: Candidates engage in activities that apply principles of effective instruction based on sound research, best practice, data based decision making and other resources to improve instructional practices and curricular materials. Candidates make recommendations regarding the design, implementation, and evaluation of curriculum by developing a school profile that fully accommodates the diverse needs of individual learners. Candidates monitor instructional practices and provide school personnel guidance for improvement.

2.3: Candidates assist school personnel in understanding and applying best practices for student learning. Candidates apply human development theories, proven learning and motivational theories, and concern for diversity to the learning process. Candidates use appropriate research to profile student performance in the school, analyzing possible differences among subgroups of students along possible differences among subgroups of students (along relevant characteristics such as race, socioeconomic status, and gender), and develop strategies for improved student achievement and heighten professional competence of school personnel.

Criterion	Possible Indicators	Recognize s and Articulates Research Base	Communi cates Attributes and Indicators in Practice
Knowledge of subject matter	<ul style="list-style-type: none"> <li>• Transfers content/concepts to everyday life.</li> <li>• Relates content to prior and future information.</li> <li>• Communicates content in a logical and sequential manner.</li> <li>• Uses words and content appropriate to subject area and students' abilities.</li> <li>• Demonstrates subject knowledge.</li> <li>• Actively pursues lifelong learning especially in subject area.</li> </ul>		
Effectiveness of instructional strategies	<ul style="list-style-type: none"> <li>• Cooperative learning.</li> <li>• Demonstrations.</li> <li>• Guided and independent practice.</li> <li>• Modeling. Specific feedback.</li> <li>• Appropriate wait time.</li> <li>• Age-appropriate competition, inclusive of individuals and groups.</li> <li>• Instructional methodologies include all learning styles.</li> <li>• Multiple intelligences.</li> <li>• Questions asked at multiple cognitive levels.</li> <li>• Technology incorporated as an instructional tool.</li> <li>• Differentiates Instruction</li> </ul>		

Criterion	Possible Indicators	Recognize s and	Communi cates
-----------	---------------------	--------------------	------------------

		Articulates Research Base	Attributes and Indicators in Practice
Classroom management	<ul style="list-style-type: none"> <li>• Routines are evident.</li> <li>• Rules and procedures are posted.</li> <li>• Rules and procedures are enforced.</li> <li>• Beginning and ending class procedures are in place.</li> <li>• Teacher monitors student behavior.</li> <li>• Rewards and consequences are in place.</li> <li>• Physical environment is conducive to orderliness.</li> <li>• Teacher ensures a safe environment.</li> </ul>		
Variety of assessment methods	<p>Written, verbal, and nonverbal assessment may include</p> <ul style="list-style-type: none"> <li>• tests/quizzes/written exams</li> <li>• teacher observation</li> <li>• participation</li> <li>• portfolios</li> <li>• feedback</li> <li>• projects</li> <li>• barometer, thumbs up/down—checking for continued understanding and application</li> <li>• peer teaching</li> <li>• homework</li> </ul> <p>Assessments are frequent. Assessments are teacher/student driven. Assessments are individualized Assessments are based on curriculum objectives.</p>		

Criterion	Possible Indicators	Recognize s and Articulates Research Base	Communi cates Attributes and Indicators in Practice
High expectations for all students	<ul style="list-style-type: none"> <li>• Teacher establishes expectations and communicates them by words and actions.</li> <li>• Gives varying opportunities for success.</li> <li>• Encourages each student to function at an appropriate level.</li> <li>• Begins instruction at level of the learner and plans for cognitive growth.</li> <li>• Provides enrichment opportunities as well as remediation.</li> </ul>		
Teacher/student rapport	<ul style="list-style-type: none"> <li>• Student centered.</li> <li>• Open climate.</li> <li>• Interactions with students are positive.</li> <li>• Teacher demonstrates tact, patience, and understanding, fosters growth in student self-esteem.</li> <li>• Uses specific praise.</li> <li>• Demonstrates enthusiasm.</li> </ul>		
Technology	<p>Basic computer skills:  keyboarding  computer applications  (e.g., Word, Excel, Power Point, Internet, and E-mail)  record-keeping programs  required and supplemental  programs in specific areas  of expertise</p> <p>Multimedia:  use of various media</p>		

	equipment (e.g., VCR, laser disk, overhead projector) Integration of technology within subject matter		
Criterion	Possible Indicators	Recognize s and Articulates Research Base	Communi cates Attributes and Indicators in Practice
Communication	<ul style="list-style-type: none"> <li>• Uses standard English in written and spoken communication.</li> <li>• Reflects all learning styles and levels of functioning</li> </ul>		
Gender, race, and culture	<ul style="list-style-type: none"> <li>• Teacher is sensitive to students' cultural backgrounds and the effect on learning.</li> <li>• Communication (oral and written) is free of bias.</li> <li>• Female and male students are treated equally. Calling patterns and other practices reflect this.</li> </ul>		

## RUBRIC III

### EDAP 7050 Personnel Administration and Staff Development 2004-05

**STUDENT** \_\_\_\_\_ **SEMESTER** \_\_\_\_\_

ITEM	RUBRIC		
	Complete Knowledge	Partial Knowledge	Minimal Knowledge
1. Student demonstrates the skills in developing employment procedures and staff development plans that support a vision of learning.			
2. Student demonstrates knowledge and skills in the recruitment, selection, and employment of diverse staff that reflects and supports the school vision of learning using positive, legal, and ethical methods.			
3. Student links needs and objectives of the instructional program to the employment, evaluation, and staff development processes in the school.			
4. Student develops content knowledge and skills in the use of fiscal resources and other policy elements to support effective utilization of human resources in the schools,			
5. Student demonstrates content knowledge of strategic planning processes to direct the assignment of allocated staff positions and staff to achieve the school vision of learning.			
6. Student demonstrates skills in analyzing issues and policies that affect school personnel and in advocating for needed changes in those policies.			

### Attachments for Assessment 3 (Application of Content)

#### 1) Assessment and instructions to candidates

Candidates are evaluated at the end of each semester of practicum by the instructor and supervising administrator using a rubric that addresses each of the standards.

1. Full attendance at all class meetings.
2. Participate in reflective class discussions during each class meeting.
3. Participate in a minimum of 75 hours of standards-based activities by the third class meeting.
4. Shadow your principal for 5-10 hours while they are doing the “work” of the principal.
  - **Create a summary of each shadow opportunity.** A shadow opportunity should be a minimum of 2-3 hours at a time. Indicate date, time, persons involved, situation(s), and/or activities.
  - **Interview the principal.** Ask her or him about the things you observed, the situations, and their reactions.
  - **Write a reflection (1-2 pages) relating the shadowing experience.** Include any surprises or unexpected discoveries about the work of the principal that you made during the shadowing experience.
  - **Attach your notes made while shadowing,** the summary of each shadow opportunity, and your interview notes to the reflective paper.
5. Shadow an AP for 5-10 hours while they are doing their “work.” Complete the same items for the AP shadow experience as listed in the principal shadow experience.
6. Complete a portfolio containing appropriate documentation and artifacts that demonstrate participation in the six ELCC Standards as described in course materials. **This requirement is to be handed in at the last (third) class meeting.**
  - Seventy-five hours are to be spent in activities that immerse the student in each of the ELCC Standards.
  - A student should have a minimum of five hours invested in each standard.
  - Performance evidence is required for each of the standards. Each standard has from 3-5 elements or separate, identifiable content or set of skills. Performance evidence can be acquired matching appropriate activities with these elements.
  - Brief (1-2 page) summaries as well as artifacts should be included in the portfolio for each activity undertaken.

- The portfolio should be divided by standards with a section labeled for each of the seven standards.
- The portfolio should contain a labeled section for displaying the artifacts and a summary of an **In-depth Practicum Project** undertaken and completed by the student. This project may, by arrangement with the instructor, overlap both semesters of the practicum. **This arrangement must be made in writing with the instructor by the second class meeting of the first semester.**
- The portfolio should contain the following items:
  - a. Table of Contents
  - b. Practicum Activity Log
  - c. Practicum Evaluation by a Practitioner Administrator
  - d. Participant Performance Summary
  - e. Shadow Opportunities
  - f. Standards-based Activities
  - g. In-depth Practicum Project

7. Present a brief reflective overview of the practicum experience **during the last class meeting** lasting from 3-5 minutes.

2) Scoring guides or criteria used to score candidate responses on the assessment

The following rubrics are used in the two practica to evaluate student performance in each of the six standards.

Beginning fall 2005, candidates will be required to complete a self-assessment of their practicum experience to identify their understanding of the level of knowledge, skills, and dispositions concerning the standards. The self-evaluation will provide feedback on the program from candidates and an objective source of information outside the faculty who are designers and implementers of the program.

3). Tables with the result of the assessment

Results of the assessment for spring 2005 courses are shown below.

**EDAP 7800 PRACTICUM  
INSTRUCTOR STUDENT EVALUATION RUBRIC**

Standard/Element	Present	Partial	Not Present	Performance Assessment	Explanatic Corresponding
1.1 Develop a vision				<ul style="list-style-type: none"> <li>• Facilitate meetings, such as focus groups including staff, community members, business representatives, and students to find consensus on the</li> </ul>	

				<p>development of a school vision statement</p> <ul style="list-style-type: none"> <li>• Review of student achievement and diversity data</li> <li>• Create mission and goals that support vision</li> <li>• Review and compare two different school vision statements</li> <li>• Meet with leadership team to determine/revisit mission, vision, goals</li> <li>• Serve on system level planning team</li> </ul>	
1.2 Articulate a Vision				<ul style="list-style-type: none"> <li>• Facilitate or participate in faculty, PTSA, or community meetings to communicate and discuss proposed school vision statement</li> <li>• Use phone messaging system, website, and/or newsletter to communicate proposed school vision statement</li> <li>• Create plans to communicate a school vision statement to stakeholders</li> <li>• Share vision at system level</li> </ul>	
1.3 Implement a vision				<ul style="list-style-type: none"> <li>• Create plans to celebrate and communicate development of a school vision statement</li> <li>• Collect visual evidence of celebration</li> </ul>	

				<ul style="list-style-type: none"> <li>• Serve on system level implementation team</li> </ul>	
1.4 Steward a Vision				<ul style="list-style-type: none"> <li>• Monitor progress of school toward vision</li> <li>• Review student achievement data</li> <li>• Conduct regular progress checks of vision implementation</li> <li>• Review work-to-date as a member of system level planning team</li> </ul>	
1.5 Promote Community Involvement in the Vision				<ul style="list-style-type: none"> <li>• Create means to communicate school-wide student achievement data to stakeholders</li> <li>• Create means to communicate meaning of test results to stakeholders</li> <li>• Invite/involve community members to participate on committees for school improvement</li> <li>• Gather community input as a member of a system level planning team</li> </ul>	
2.1 Promote Positive School Culture				<ul style="list-style-type: none"> <li>• Facilitate celebrations of evidence of student achievement and success</li> <li>• Facilitate multi-cultural celebrations</li> <li>• Provide school-wide communications in multiple languages</li> <li>• Provide interpreters for parent meetings and</li> </ul>	

				<p>other school functions</p> <ul style="list-style-type: none"> <li>• Determine and design needed improvements in school culture based on perception survey results</li> <li>• Implement professional learning communities</li> <li>• Design and lead professional learning activities regarding school culture</li> </ul>	
2.2 Provide Effective Instructional Program				<ul style="list-style-type: none"> <li>• Emphasize rigorous curriculum for all students</li> <li>• Design and deliver programs to target low performing students</li> <li>• Facilitate use of effective research-based teaching strategies</li> <li>• Plan and implement grade level instructional nights for parents and students</li> <li>• Plan and facilitate data analysis</li> <li>• Design and deliver professional learning activities on research-based instructional strategies at the system level</li> <li>• Facilitate focused team meetings regarding the instructional program</li> </ul>	
2.3 Apply Best Practices to Student Learning				<ul style="list-style-type: none"> <li>• Lead professional learning activities that promote use of research-based best practices</li> <li>• Facilitate faculty study groups</li> <li>• Participate in walk-through programs</li> </ul>	

				<ul style="list-style-type: none"> <li>• Observe and conference with teachers</li> <li>• Lead a system level professional learning activity regarding best practices for student learning</li> </ul>	
2.4 Design Comprehensive Growth Plans				<ul style="list-style-type: none"> <li>• Plan and facilitate professional learning activities</li> <li>• Collect literature pertaining to peer coaching and mentoring programs</li> <li>• Facilitate a committee that will plan and/or create peer coaching and mentoring programs in your school</li> <li>• Review peer coaching and teacher mentoring programs in your school with another school</li> <li>• Plan and/or create a peer coaching program for your school</li> <li>• Plan and/or create a mentoring program at your school</li> <li>• Serve on system-wide mentoring/induction planning and delivery teams</li> <li>• Serve on system-wide Professional Learning Advisory Committee</li> </ul>	
3.1 Manage the Organization				<ul style="list-style-type: none"> <li>• Plan and implement a school-wide program that demonstrates effective and appropriate use of resources, i.e., money and materials</li> </ul>	

				<ul style="list-style-type: none"> <li>• Demonstrate effective support of the instructional program (school vision and mission) when planning and implementing a school-wide program</li> <li>• Serve on a system-wide committee</li> </ul>	
3.2 Manage Operations				<ul style="list-style-type: none"> <li>• Facilitate classroom assignment committee</li> <li>• Assist in shared budget decisions</li> <li>• Assist in creating student schedules</li> <li>• Assist in creating teacher schedules</li> <li>• Serve on a system-wide committee such as textbook adoption, etc.</li> </ul>	
3.3 Manage Resources				<ul style="list-style-type: none"> <li>• Write a grant proposal</li> <li>• Create a department or grade level budget</li> <li>• Create a comprehensive funding program involving outside sources such as business partners</li> <li>• Attend system level budget planning meetings, BOE meetings</li> </ul>	
4.1 Collaborate with Families and Other Community Members				<ul style="list-style-type: none"> <li>• Plan curriculum night</li> <li>• Plan literacy night</li> <li>• Plan academic fair</li> <li>• Plan a Parent-Teacher conference night</li> <li>• Act as liaison with Junior Achievement Program coordinator</li> <li>• Represent school on local PTSA program committee</li> <li>• Plan community</li> </ul>	

				<p>celebrations related to cultural highlights or academic programs</p> <ul style="list-style-type: none"> <li>• Represent school on civic organizations</li> <li>• Plan Special Olympics' games</li> <li>• Facilitate/Plan Celebration of Black History Month as well as other cultural activities</li> <li>• Serve on system level planning teams that include community members</li> </ul>	
4.2 Respond to Community Interests				<ul style="list-style-type: none"> <li>• Coordinate school Habitat for Humanity project</li> <li>• Chair Relay for Life fundraiser</li> <li>• Plan multi-cultural organizations and related activities</li> <li>• Facilitate/coordinate food drive</li> <li>• Facilitate/Coordinate Red Cross blood drive</li> <li>• Create and implement school volunteer programs</li> <li>• Serve on system level United Way or Relay for Life, etc. committees</li> </ul>	
4.3 Mobilize Community Resources				<ul style="list-style-type: none"> <li>• Procure business partners</li> <li>• Invite involvement of local faith-based leaders</li> <li>• Plan/Facilitate a "Principal for a Day" program</li> <li>• Invite media to school to record special activity or event</li> </ul>	

				<ul style="list-style-type: none"> <li>• Investigate, through knowledgeable persons who are the leading groups and individuals in the community</li> <li>• Meet with a board member to learn their perspective and plans for improved community relations</li> </ul>	
5.1 Acts with Integrity				<ul style="list-style-type: none"> <li>• Develop school-wide plan to protect confidential records</li> <li>• Develop school-wide plan to release information</li> <li>• Serve on system wide committee regarding grade inflation</li> </ul>	
5.2 Acts Fairly				<ul style="list-style-type: none"> <li>• Implement discipline/behavior code</li> <li>• Review with staff, student and faculty honor codes</li> <li>• Serve on system-wide committee to ready the above documents for distribution</li> </ul>	
5.3 Acts Ethically				<ul style="list-style-type: none"> <li>• Complete testing on code of ethics</li> <li>• Review teacher PSC code of ethics with a group</li> <li>• Meet with various stakeholders and solicit their beliefs and experiences with ethical practices in the school/classroom</li> <li>• Facilitate a committee</li> </ul>	

				with the purpose of proposing recommendations to ensure greater ethical practices for all students, and staff	
6.1 Understand the Larger Context				<ul style="list-style-type: none"> <li>• Discuss multicultural awareness in staff, team, or system-wide meetings</li> <li>• Attend system, state, or national conferences on policies and trends</li> </ul>	
6.2 Respond to the Larger Context				<ul style="list-style-type: none"> <li>• Develop an action plan to disseminate information at the school level or system level</li> <li>• Develop a presentation to share knowledge from state or national conferences and share with team/staff</li> </ul>	
6.3 Influence the Larger text				<ul style="list-style-type: none"> <li>• Encourage voting</li> <li>• Communicate new trends and information to community and business</li> <li>• Serve on system or state level committees that influence policy</li> <li>• Serve as an officer in a state professional organization</li> </ul>	

**EDAP 7800 Practicum  
Supervising Administrator  
Evaluation of Student Performance**

\_\_\_\_\_  
Practicum Participant

\_\_\_\_\_  
Practicing Administrator

\_\_\_\_\_  
Academic Terms of Practicum

During the Practicum just completed, the individual you supervised had multiple opportunities to "act as an administrator." Please indicate the extent to which they were able to demonstrate entry-level capability by your checks and comments below:

1. Capability 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.

Satisfactory \_\_\_\_\_

Unsatisfactory \_\_\_\_\_

Comment or representative example(s) as appropriate:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Capability 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.

Satisfactory \_\_\_\_\_

Unsatisfactory \_\_\_\_\_

Comment or representative example(s) as appropriate:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Capability 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.

Satisfactory \_\_\_\_\_

Unsatisfactory \_\_\_\_\_

Comment or representative example(s) as appropriate:

---

---

---

---

---

---

4. 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.

Satisfactory \_\_\_\_\_

Unsatisfactory \_\_\_\_\_

Comment or representative example(s) as appropriate:

---

---

---

---

---

---

5. Capability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Satisfactory \_\_\_\_\_

Unsatisfactory \_\_\_\_\_

Comment or representative example(s) as appropriate:

---

---

---

---

---

---

6. Capability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Satisfactory \_\_\_\_\_

Unsatisfactory \_\_\_\_\_

Comment or representative example(s) as appropriate:

---



---



---



---



---



---

7. Additional comment or examples in any area(s) of the internship program deemed appropriate:

---



---



---



---



---



---



---



---

This experience consisted of a minimum of 150 clock hours. To the best of my knowledge, the Practicum participant has demonstrated capabilities required to be an entry-level school administrator in Georgia.

\_\_\_\_\_  
Practicing Administrator

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Title

\_\_\_\_\_  
District

**EDAP 7800**  
**Student Self-Assessment**  
**ELCC Standards**

**Directions:** This self-assessment spans the Practicum, EDAP 7800, beginning the first hour and into the end of the second half of the Practicum. Please review the statements and record whether you are familiar and comfortable or not with the ELCC Standards. At the end of the first hour of EDAP in which 75 clock hours of shadowing and “doing the work” of an administrator is completed, the candidate is asked to review progress toward gaining familiarity based on the work sustained during the practicum.

**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 school or district vision of learning supported by the school community.

Elements	Meets Standards for School Building Leadership	Start of Practicum		End of Practicum		Li
		Yes	No	Yes	No	
<b>1.1 Develop a Vision</b>	a. Candidates develop a vision of learning for a school that promotes the success of all students. b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners’ needs, schools as interactive social and cultural systems, and social and organizational change.					
<b>1.2 Articulate a Vision</b>	a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. c. Candidates demonstrate the ability to communicate the vision to staff,					

	parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.					
<b>1.3 Implement a Vision</b>	a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision. b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).					
<b>1.4 Steward a Vision</b>	a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision. b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. c. Candidates assume stewardship of the vision through various methods.					
<b>1.5 Promote Community Involvement in the Vision</b>	a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts. b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.					

**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.

Elements	Meets Standards for School Building Leadership	Start of Practicum		End of Practicum		L
		Yes	No	Yes	No	
<b>2.1 Promote Positive School Culture</b>	a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability,					

	gender, race, socio-economic) of the school community to improve school programs and culture.					
<b>2.2 Provide Effective Instructional Programs</b>	<p>a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.</p> <p>b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.</p> <p>c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.</p>					
<b>2.3 Apply Best Practice to Student Learning</b>	<p>a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.</p> <p>b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.</p> <p>c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.</p>					
<b>2.4 Design Comprehensive Professional Growth Plans</b>	<p>a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.</p> <p>b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.</p> <p>c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.</p>					

**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.

Elements	Meets Standards for School Building Leadership	Start of Practicum		End of Practicum		Li
		Yes	No	Yes	No	
<b>3.1 Manage the Organization</b>	<p>a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision- making with attention to indicators of equity, effectiveness, and efficiency.</p> <p>b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.</p> <p>c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.</p>					
<b>3.2 Manage Operations</b>	<p>a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.</p> <p>b. Candidates develop communication plans for staff that include opportunities for staff to develop their family and community collaboration skills.</p> <p>c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.</p>					
<b>3.3 Manage Resources</b>	<p>a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.</p>					

	<p>b. Candidates creatively seek new resources to facilitate learning.</p> <p>c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.</p>				
--	---	--	--	--	--

**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.

<b>Elements</b>	<b>Meets Standards for School Building Leadership</b>	<b><u>Start of Practicum</u> Yes</b>	<b>No</b>	<b><u>End of Practicum</u> Yes</b>	<b>No</b>	<b>Li</b>
<p><b>4.1 Collaborate with Families and Other Community Members</b></p>	<p>a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.</p> <p>b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.</p> <p>c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.</p> <p>d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.</p> <p>e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.</p> <p>f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.</p> <p>g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.</p> <p>h. Candidates develop a comprehensive program of community relations and demonstrate the ability to</p>					

	work with the media.					
<b>4.2 Respond to Community Interests and Needs</b>	<p>a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.</p> <p>b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.</p> <p>c. Candidates provide leadership to programs serving students with special and exceptional needs.</p> <p>d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.</p>					
<b>4.3 Mobilize Community Resources</b>	<p>a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.</p> <p>b. Candidates demonstrate how to use school resources and social service agencies to serve the community.</p> <p>c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</p>					

**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.

Elements	Meets Standards for School Building Leadership	Start of Practicum		End of Practicum		Li
		Yes	No	Yes	No	
<b>5.1 Acts with Integrity</b>	a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.					
<b>5.2 Acts Fairly</b>	a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.					
<b>5.3 Acts Ethically</b>	a. Candidates make and explain decisions based upon ethical and legal principles.					

**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.

Elements	Meets Standards for School Building Leadership	Start of Practicum		End of Practicum	
		Yes	No	Yes	No
<b>6.1 Understands the Larger Context</b>	<p>a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.</p> <p>b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.</p> <p>c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.</p> <p>d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.</p> <p>e. Candidates demonstrate the ability to describe the economic factors shaping a local community</p>				

	<p>and the effects economic factors have on local schools.</p> <p>f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.</p> <p>g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.</p> <p>h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.</p>				
<b>6.2 Respond to the Larger Context</b>	<p>a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an on going dialogue with representatives of diverse community groups.</p>				
<b>6.3 Influence the Larger Context</b>	<p>a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.</p> <p>b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefits students and their families.</p> <p>c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p>				

**TABLE 5**

**EDAP 7800 THE PRACTICUM  
PRACTICING ADMINISTRATOR EVALUATION  
SPRING 2005**

**INDIVIDUAL STUDENT SCORES ON ELCC STANDARDS**

STUDENT	STANDARDS						Total Satisfactory	Total Unsatisfactory
	1	2	3	4	5	6		
1	S	S	S	S	S	S	6	0
2	S	S	S	S	S	S	6	0
3	S	S	S	S	S	S	6	0
4	S	S	S	S	S	S	6	0
5	S	S	S	S	S	S	6	0
6	S	S	S	S	S	S	6	0
7	S	S	S	S	S	S	6	0
8	S	S	S	S	S	S	6	0
9	S	S	S	S	S	S	6	0
10	S	S	S	S	S	S	6	0
11	S	S	S	S	S	S	6	0
12	N/C	N/C	N/C	N/C	N/C	N/C	0	0

**TABLE 6**

**EDAP 7800 THE PRACTICUM  
PRACTICING ADMINISTRATOR EVALUATION  
SPRING 2005**

**SUMMARY OF SCORES BY STANDARD**

ELCC STANDARDS	NUMBER & % SATISFACTORY	NUMBER & % UNSATISFACTORY
1. Capability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of leadership supported by the school community.	12 (100%)	0 (0%)
2. Capability to promote the success of all students by promoting a positive school	12 (100%)	0 (0%)

culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.		
3. Capability 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	12 (100%)	0 (0%)
4. 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	12 (100%)	0 (0%)
5. Capability to promote the success of all students by acting with integrity, fairly, and in an ethical manner	12 (100%)	0 (0%)
6. Capability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.	12 (100 %)	0 (0%)

#### **Attachments for Assessment 4 (Ability to develop a supervisory plan for classroom-based instruction)**

1) Assessment and Instructions to candidates

Portfolio assessment is conducted by faculty during the final oral exam. Candidates submit a portfolio of their work at the end of the program. Development of a supervisory plan for classroom-based instruction is one of the requirements built into the portfolio and the plan is evaluated as part of the overall portfolio evaluation.

2) Scoring guides or criteria used to score candidate responses

Faculty use professional judgment in deciding the level of proficiency demonstrated in the candidate's portfolio.

3) Table with results of the assessment

Results of the assessment are shown at Table 7

**ASSESSMENT RUBRIC  
M.Ed. COMPREHENSIVE EXAMINATION**

<b>CRITERION</b>		<b>LEVELS OF PERFORMANCE</b>	
ITEM	FAIL	PROFICIENT	WITH DISTINCTION
<p>1. The student explains his/her personal philosophy of educational administration and policy, demonstrating how it emerged from their experiences in the Program in Educational Administration and Policy courses.</p> <p>2. The student cites artifacts from each course.</p>	<ul style="list-style-type: none"> <li>• Does not cite research theory in philosophy.</li> <li>• Indicates some awareness of research/theory in their philosophy.</li> <li>• Addresses in a partial manner responses to the questions:               <ol style="list-style-type: none"> <li>1. What is educational administration and policy?</li> <li>2. What is educational leadership?</li> <li>3. What is the relationship between leader and follower?</li> <li>4. How are leaders different from managers?</li> <li>5. How best are school goals developed and achieved?</li> <li>6. How does leadership impact students' learning?</li> <li>7. How do leaders mobilize others to achieve tasks?</li> </ol> </li> <li>• Makes distracting grammatical and mechanical errors.</li> <li>• Offers random thoughts.</li> <li>• A majority of ideas are underdeveloped in writing.</li> <li>• Artifacts are not connected to the written philosophy.</li> <li>• Artifacts are not referenced in the oral presentation.</li> <li>• Oral presentation is acceptable with some</li> </ul>	<ul style="list-style-type: none"> <li>• Cites research &amp; theory in discussing his/her philosophy.</li> <li>• Draws connection between theory and research and shows how each has informed the development of the philosophy.</li> <li>• Addresses all questions in a manner that shows depth:               <ol style="list-style-type: none"> <li>1. What is educational administration and policy?</li> <li>2. What is educational leadership?</li> <li>3. What is the relationship between leader and follower?</li> <li>4. How are leaders different from managers?</li> <li>5. How best are school goals developed and achieved?</li> <li>6. How does leadership impact student learning?</li> <li>7. How do leaders mobilize others to achieve tasks?</li> </ol> </li> <li>• Makes very few grammatical and mechanical errors.</li> <li>• Responses are fairly well developed.</li> <li>• Oral presentation includes a discussion of research and</li> </ul>	<ul style="list-style-type: none"> <li>• Cites research &amp; theory in philosophy.</li> <li>• Draws heavily on research and theory and is able to synthesize bodies of theory /research and apply these principles to a specific context.</li> <li>• Addresses in great detail all questions:               <ol style="list-style-type: none"> <li>1. What is educational administration and policy?</li> <li>2. What is educational leadership?</li> <li>3. What is the relationship between leader and follower?</li> <li>4. How are leaders different from managers?</li> <li>5. How best are school goals developed and achieved?</li> <li>6. How does leadership impact students' learning?</li> <li>7. How do leaders mobilize others to achieve tasks?</li> </ol> </li> <li>• Makes few grammatical and mechanical errors.</li> <li>• Coherent discussion of questions and precise connections to theory and research not only in the oral presentation of the philosophy but also in the presentation and discussion of artifacts.</li> <li>• Artifacts are clearly related to the philosophy and are a <u>seamless</u> representation of coursework.</li> </ul>

	<p>acceptable with some flaws (missing information).</p> <ul style="list-style-type: none"> <li>• Artifacts connect to philosophy but the connection is minimally acceptable.</li> <li>• Artifacts are referenced in the oral presentation.</li> <li>• Lacks ability to show clear linkages to practice.</li> <li>• Lacks connection among research/theory the philosophy and artifacts.</li> </ul>	<p>theory in a focused manner.</p> <ul style="list-style-type: none"> <li>• Artifacts are linked directly to the philosophy.</li> <li>• Artifacts are part of the presentation.</li> </ul>	
--	---	--	--

**Table 7**  
**Faculty Evaluation of Student Portfolios**  
**Spring 2005**

Criteria	Fail	Proficient	Distinction	Total
	Number and %	Number and %	Number And %	
Candidate explains personal philosophy of educational administration	0-0.0%	15-93.7%	1-6.3%	16-100%
Candidate cites artifacts from each course	0-0%	15-93.7%	1-6.3%	16-100%

**Attachments for Assessment 5 (Clinical practice)**

1). Assessment and instructions to candidates

See documentation at assessment 3

2). Scoring guides or criteria used to score candidate responses on the assessment

See documentation at assessment 3

- 3) Table with results of assessments  
See documentation at assessment 3

**Attachments for Assessment 6 (Ability in organizational management and community relations)**

- 1) Assessment and instructions to candidates  
See documentation at assessment 2
- 2) Scoring guides or criteria used to score candidate responses on the assessment  
See documentation at assessment 2
- 3) Tables with results of assessment  
See documentation at assessment 2

**Attachments for Assessment 7 (Ability to support student learning and development)**

- 1) Assessment and instructions to candidates  
The Student Exit Survey was developed by a faculty committee that consulted extensively with a national expert in the field of survey preparation and research. This authoritative researcher also conducted a final review and approval prior to the survey being used. In addition, two field trials were conducted with candidates and the resulting data were used in producing the final form.  
The survey is administered as one of a series of activities candidates complete at the end of their program. Results of the first administration are shown at Table 7. The data are reviewed by the faculty as part of the process of program improvement.
- 2) Scoring guides or criteria used to score candidate responses on the assessment  
See instrument below and data in Table 7.
- 3) Tables with result of the Assessment  
See Table 7

**Department of Lifelong Education, Administration, and Policy  
Program of Educational Administration & Policy  
Student Exit Survey Form**

Please complete this survey by responding to the items in Sections I—V. Your responses will be completely anonymous and extremely useful to the faculty in our continuing process of improving the programs in Educational Administration and Policy.

**Section I—The Courses**

The following questions concern your experiences with the courses you completed during your program of study. Circle one word, poor, fair, good, or excellent, that best describes your knowledge and skills in the areas identified by the question.

**The courses I completed for my advanced degree helped me to develop the knowledge and skills needed by educational administrators to:**

- |    |   |                          |
|----|---|--------------------------|
| 1. | Develop and implement a vision of learning for all students based on relevant knowledge.  | Poor Fair Good Excellent |
| 2. | Develop and implement a vision of learning for all students using data-based research strategies.                                     | Poor Fair Good Excellent |
| 3. | Develop and implement a vision of learning for all students based on sensitivity to the social context in which the education occurs. | Poor Fair Good Excellent |
| 4. | Use strategic planning processes to monitor the vision of learning.   | Poor Fair Good Excellent |
| 5. | Use strategic planning processes to develop procedures to revise the vision of learning.  | Poor Fair Good Excellent |
| 6. | Collaborate with diverse stakeholders to align policies to enhance student learning.  | Poor Fair Good Excellent |
| 7. | Partner with diverse stakeholders to align resources to enhance student learning.   | Poor Fair Good Excellent |
| 8. | Use data effectively in making decisions.   | Poor Fair Good Excellent |

9.	Use research studies effectively in making decisions.	Poor	Fair	Good	Excellent
10.	Use contextual information effectively in making decisions.	Poor	Fair	Good	Excellent
11.	Address barriers to student learning.	Poor	Fair	Good	Excellent
12.	Communicate the importance of developing learning strategies for diverse student populations.	Poor	Fair	Good	Excellent
13.	Build a culture emphasizing high standards of learning for all students.	Poor	Fair	Good	Excellent
14.	Build a culture emphasizing lifelong learning among all staff.	Poor	Fair	Good	Excellent
15.	Use technology effectively to assess student learning.	Poor	Fair	Good	Excellent
16.	Evaluate curricular options to ensure high levels of learning for all students.	Poor	Fair	Good	Excellent
17.	Implement effective professional development opportunities for school staff.	Poor	Fair	Good	Excellent
18.	Manage the resources of the organization to promote effective student learning.	Poor	Fair	Good	Excellent
19.	Manage the organization equitably to promote student learning.	Poor	Fair	Good	Excellent
20.	Align existing resources to facilitate student learning.	Poor	Fair	Good	Excellent
21.	Seek additional resources for student learning.	Poor	Fair	Good	Excellent

- |     |   |                          |
|-----|---|--------------------------|
| 22. | Engage in consensus building to promote effective student learning.   | Poor Fair Good Excellent |
| 23. | Actively involve parents and communities to support student learning. | Poor Fair Good Excellent |
| 24. | Act ethically with respect to others.                                 | Poor Fair Good Excellent |
| 25. | Effectively influence policy actors under appropriate circumstances.  | Poor Fair Good Excellent |
| 26. | Ensure sensitivity to student diversity.                              | Poor Fair Good Excellent |

## Section II—The Practicum

The following questions focus on your practicum experiences. Circle one word, poor, fair, good, or excellent, that best describes your level of knowledge and skills for each statement.

### The practicum experience:

- |    |   |                          |
|----|---|--------------------------|
| 1. | Provided me the opportunity to accept responsibility for making decisions typically made by educational leaders.                                  | Poor Fair Good Excellent |
| 2. | Provided me the opportunity to apply the skills and knowledge identified in the standards for educational administrators.                         | Poor Fair Good Excellent |
| 3. | Was cooperatively planned by the student, site supervisor, and faculty to ensure opportunities to apply the knowledge specified in the standards. | Poor Fair Good Excellent |
| 4. | Gave me the opportunity to work with appropriate community organizations, such as social service groups, local businesses or parent groups.       | Poor Fair Good Excellent |
| 5. | Provided a meaningful opportunity to integrate my coursework with practice.   | Poor Fair Good Excellent |
| 6. | Involved significant and regular support from practicum faculty, such as observations, discussions, and emails.                                   | Poor Fair Good Excellent |

### Section III—The Faculty

Please answer the following questions about your experiences with the Educational Administration and Policy program area faculty. Circle one word, poor, fair, good, or excellent, that best describes your beliefs about the level of experience for each question.

#### The Program Area faculty members:

- |     |  |                          |
|-----|--|--------------------------|
| 8.  | Cared how well I learned the knowledge and skills being presented in courses and the practicum.                    | Poor Fair Good Excellent |
| 9.  | Were knowledgeable about theory and research.  | Poor Fair Good Excellent |
| 10. | Were knowledgeable about the realities of educational practice.  | Poor Fair Good Excellent |
| 11. | Provided high quality instruction by using a variety of instructional methods that included the use of technology. | Poor Fair Good Excellent |
| 12. | Provided high quality instruction that encouraged student's critical thinking in problem solving.                  | Poor Fair Good Excellent |
| 13. | Integrated issues about working with diverse student populations in courses.                                       | Poor Fair Good Excellent |
| 14. | Have knowledge that helps students work with diverse student populations and communities.                          | Poor Fair Good Excellent |
| 15. | Provided useful advisement.  | Poor Fair Good Excellent |
| 16. | Treated students with respect  | Poor Fair Good Excellent |

**Section IV—Your recommendations for program improvement**

**In each box below, provide comments and recommendations that you believe will improve the Educational Administration and Policy programs.**

1) What was the single most important concept or idea you learned during your degree program?

2) Identify one part of the curriculum you would like the faculty to change.

3) Additional comments about the strengths and weaknesses of the Educational Administration and Policy program area—faculty or programs.

## Section V—Professional and Personal information

The following questions seek information about you and your professional accomplishments. The information you provide will remain anonymous and will be reported in summary form only.

1) What degree did you earn in the Program of Educational Administration and Policy? (Please check all that apply and write in the year in which each degree was awarded.)

	M. Ed. (Year:            )
	Ed.S. (Year:            )
	Ph.D. (Year:            )

2) In the left column, check the phrase that best describes your employment status.

	Employed full-time
	Employed part-time
	Unemployed, seeking work
	Retired
	Other (specify)

3) If you are currently employed, which of the following best describes the kind of position you hold? Indicate the number of years you have served in that assignment.

Years	Work Location
	Classroom teacher
	District or central office administration
	Site-level administration (principal, assistant principal)
	Site-level support (department chair, lead teacher, specialist)
	State Department of Education or RESA
	Nonprofit policy organization
	Other (describe)

4) If you are currently an administrator at the district or site level, what percentage of your time is devoted to each of the following activities? (Individual percentages should total 100%)

%	Administration
%	Resource Allocation
%	Instructional Concerns
%	Curricular Concerns
%	Personnel Issues
%	Legal Issues
%	Policy Issues

5) Since **entering** your degree program in Educational Administration and Policy, indicate in the left column the **number** of professional presentations you have made.

	Presentations or speeches at <i>local</i> meetings or conferences
	Presentations or speeches at <i>state</i> meetings or conferences
	Presentations or speeches at <i>regional</i> meetings or conferences
	Presentations or speeches at <i>national</i> meetings or conferences
	Presentations or speeches at <i>international</i> meetings or conferences

6) Since **entering** your degree program in Educational Administration and Policy, indicate in the left column the **number** of professional organizations to which you belong:

	<i>Local</i> professional and community organizations
	<i>State</i> professional organizations such as GAEL, GACIS, GAESP, GAMSP, GASSP, GPEE, GSCI, GSSA PAGE
	<i>National</i> professional organizations such as NASSP, NAESP, AASA, ASCD, AERA

7) What is your gender? (Circle one)                      Male                      Female

8) What is your race/ethnicity? \_\_\_\_\_

**Thank you for completing this survey.**

**Table 8**  
**STUDENT EXIT SURVEY RESULTS**  
**SPRING 2005**

<b>Section 1</b>					
ITEM					
	Responses	Poor (%)	Fair (%)	Good (%)	Excellent (%)
1. Develop and implement a vision of learning for all students based on relevant knowledge.	9	0 (0.0%)	0 (0.0%)	2 (22.2%)	7 (77.8%)
2. Develop and implement a vision of learning for all students using data-based research strategies.	9	0 (0.0%)	0 (0.0%)	3 (33.3%)	6 (66.7%)
3. Develop and implement a vision of learning for all students based on sensitivity to the social context in which the education occurs.	9	0 (0.0%)	0 (0.0%)	1 (11.1%)	8 (88.9%)
4. Use strategic planning processes to monitor the vision of learning.	9	0 (0.0%)	1 (11.1%)	2 (22.2%)	6 (66.7%)
5. Use strategic planning processes to develop procedures to revise the vision of learning.	9	0 (0.0%)	1 (11.1%)	3 (33.3%)	5 (55.6%)
6. Collaborate with diverse stakeholders to align policies to enhance student learning.	9	0 (0.0%)	0 (0.0%)	3 (33.3%)	6 (66.7%)
7. Partner with diverse stakeholders to align resources to enhance student learning.	9	0 (0.0%)	1 (11.1%)	3 (33.3%)	5 (55.6%)
8. Use data effectively in making decisions.	9	0 (0.0%)	0 (0.0%)	4 (44.4%)	5 (55.6%)
9. Use research studies effectively in making decisions.	9	0 (0.0%)	0 (0.0%)	4 (44.4%)	5 (55.6%)
10. Use contextual information effectively in making decisions.	9	0 (0.0%)	0 (0.0%)	3 (33.3%)	6 (66.7%)
11. Address barriers to student learning.	9	0 (0.0%)	1 (11.1%)	4 (44.4%)	4 (44.4%)
12. Communicate the importance of developing learning strategies for diverse student populations.	9	0 (0.0%)	0 (0.0%)	3 (33.3%)	6 (66.7%)
13. Build a culture emphasizing high standards of learning for all students.	9	0 (0.0%)	0 (0.0%)	1 (11.1%)	8 (88.9%)



15. Use technology creatively to assess student learning.	9	1 (11.1%)	4 (44.4%)	2 (22.2%)	2 (22.2%)
16. Evaluate curricular options to ensure high levels of learning for all students.	9	0 (0.0%)	1 (11.1%)	4 (44.4%)	4 (44.4%)
17. Implement effective professional development opportunities for school staff.	9	0 (0.0%)	0 (0.0%)	5 (55.6%)	4 (44.4%)
18. Manage the resources of the organization to promote effective student learning.	9	0 (0.0%)	1 (11.1%)	4 (44.4%)	4 (44.4%)
19. Manage the organization equitably to promote student learning.	9	0 (0.0%)	0 (0.0%)	4 (44.4%)	5 (55.6%)
20. Align existing resources to facilitate student learning.	9	0 (0.0%)	0 (0.0%)	5 (55.6%)	4 (44.4%)
21. Seek additional resources for student learning.	9	0 (0.0%)	2 (22.2%)	2 (22.2%)	5 (55.6%)
22. Engage in consensus building to promote effective student learning.	9	0 (0.0%)	0 (0.0%)	2 (22.2%)	7 (77.8%)
23. Actively involve parents and communities to support student learning.	9	0 (0.0%)	0 (0.0%)	4 (44.4%)	5 (55.6%)
24. Act ethically with respect to others.	9	0 (0.0%)	1 (11.1%)	1 (11.1%)	7 (77.8%)
25. Effectively influence policy actors under appropriate circumstances.	9	0 (0.0%)	2 (22.2%)	2 (22.2%)	5 (55.6%)
26. Ensure sensitivity to student diversity.	9	0 (0.0%)	0 (0.0%)	2 (22.2%)	7 (77.8%)
<b>Section 2</b>					
ITEM					
1. Provided me the opportunity to accept responsibility for making decisions typically made by educational leaders.	9	0 (0.0%)	3 (33.3%)	2 (22.2%)	4 (44.4%)
2. Provided me the opportunity to apply the skills and knowledge identified in the standards for educational administrators.	9	0 (0.0%)	1 (11.1%)	2 (22.2%)	6 (66.7%)
3. Was cooperatively planned by the student, site supervisor, and faculty to ensure opportunities to apply the knowledge specified in the standards.	8	1 (2.5%)	2 (5.0%)	1 (2.5%)	4 (50.0%)
4. Gave me the opportunity to work with appropriate community organizations, such as social service groups, local businesses or parent groups.	9	2 (22.2%)	1 (11.1%)	3 (33.3%)	3 (33.3%)
5. Provided a meaningful opportunity to integrate my coursework with practice.	9	1 (11.1%)	1 (11.1%)	1 (11.1%)	6 (66.7%)
6. Involved significant and regular support from practicum faculty, such as observations, discussions, and emails.	9	0 (0.0%)	6 (66.7%)	0 (0.0%)	3 (33.3%)
<b>Section 3</b>					
ITEM					
1. Cared how well I learned the knowledge and skills being	9	0 (0.0%)	1 (11.1%)	4 (44.4%)	4 (44.4%)

## Section IV

1) What was the single most important concept or idea you learned during your degree program?

- I learned the value of reflection on my own leadership and assessing my own actions to become a better leader.
- What the role of an Educational Leader was.
- Shared governance, all decisions are financially guided, understand that you are working with actual people, align the curriculum, you can never know enough school law.
- Leadership is always evolving, and it is crucial to read and observe what is happening in the field of education to be proactive in dealing with what is around the next bend
- Importance of working with others to improve educational practice.
- How to plan and implement effective professional development for teachers on differentiated instructional strategies.
- For me, there was no single concept or idea that I felt to be the most important. The compilation of concepts and ideas taught in the program provided a well balanced education.
- That effective leadership involves more than just management. It involves collaboration with teachers and encouraging/inspiring teachers to grow professionally for the good of the students.
- That leader's primary job is not simply to manage the organization, but to move it in a positive direction that equals both student and faculty learning and achievement.

2) Identify one part of the curriculum you would like the faculty to change.

- I would like to see more emphasis placed on the realities and roles of culture in education. Diversity is addressed but culture is an entire area that is often not fully unwrapped.
- Curriculum Development- I would have liked to not only seen the historical side of curriculum development, but also what is happening today with standards and the GPS.
- The practicum
- Look at individual students prior background experiences.
- Availability of classes or a possible cohort. It was hard to finish in a timely manner. Also, the advisement process was pretty pointless. It was just me telling my advisor the courses I would like to take with no feedback only an "okay."
- The shadowing experiences during the practicum were by far more valuable than the activities I had to perform. I believe potential administrators would be better served by logging more time shadowing administrators.
- Greater variety of courses offered each semester.
- I would love to see one hour of the practicum or (Instructor) class (which involved practicum-like experiences) moved to the very first semester so that students can see what it's really all about from the beginning. I believe in the method of "whole-part(s)-whole".

3) Additional comments about the strengths and weaknesses of the Educational Administration and Policy program area—faculty or programs.

- The knowledge of the faculty and their willingness to go the next extra mile for the student is a major strength. Varied presentations and class involvement were also strengths.
- I received a specialist degree and am interested in a doctorate. Would like to see my specialist courses apply to my doctoral program (if the program is offered at Georgia).
- A great blend of practical experience and theoretical knowledge- both in our curriculum and among the faculty. I thoroughly enjoyed the program and grew a great deal as an educator.
- The Practicum Experience was helpful but the meetings were not. Our personnel class was taught by someone who had never taught that course before and was not prepared. I did not get much from this course.
- Practicum experience was a terrific learning experience and opportunity to network. Wouldn't change a thing. With the limited number of course offerings, it's hit or miss trying to develop a concentration in the program.

#### Section V

1) What degree did you earn in the Program of Educational Administration and Policy? (Please check all that apply and write in the year in which each degree was awarded.)

7	M. Ed. (Year:        )
2	Ed.S. (Year:        )
0	Ph.D. (Year:        )

2) In the left column, check the phrase that best describes your employment status.

0	Employed full-time
1	Employed part-time
0	Unemployed, seeking work
0	Retired
0	Other (specify)

3) If you are currently employed, which of the following best describes the kind of position you hold? Indicate the number of years you have served in that assignment.

Number	Years	Work Location
4	27	Classroom teacher
1	1	District or central office administration
3	3	Site-level administration (principal, assistant principal)
2	6	Site-level support (department chair, lead teacher, specialist)
0	0	State Department of Education or RESA
0	0	Nonprofit policy organization
0	0	Other (describe)

4) If you are currently an administrator at the district or site level, what percentage of your time is devoted to each of the following activities? (Individual percentages should total 100%)

Number	Percent	Activity
2	40 and 20%	Administration
2	5 and 5%	Resource Allocation
2	15 and 50%	Instructional Concerns
2	15 and 20%	Curricular Concerns
2	10 and 5%	Personnel Issues
1	10%	Legal Issues
1	5%	Policy Issues

5) Since **entering** your degree program in Educational Administration and Policy, indicate in the left column the **number** of professional presentations you have made.

16	Presentations or speeches at <i>local</i> meetings or conferences
0	Presentations or speeches at <i>state</i> meetings or conferences
0	Presentations or speeches at <i>regional</i> meetings or conferences
0	Presentations or speeches at <i>national</i> meetings or conferences
0	Presentations or speeches at <i>international</i> meetings or conferences

6) Since **entering** your degree program in Educational Administration and Policy, indicate in the left column the **number** of professional organizations to which you belong:

10	<i>Local</i> professional and community organizations
10	<i>State</i> professional organizations such as GAEL, GACIS, GAESP, GAMSP, GASSP, GPEE, GSCI, GSSA PAGE
9	<i>National</i> professional organizations such as NASSP, NAESP, AASA, ASCD, AERA

7) What is your gender?		
	Female	5
	Male	4
8) What is your race/ethnicity?		
	White	8
	African-American	1

### **Attachments for Assessment 8 (Induction into the field)**

1) Assessment and instructions to candidates

An Employer Survey is administered to the employers of candidates who complete the program. The instrument is designed to obtain information from an objective source outside the faculty concerning the knowledge, skills and dispositions of the candidates as they enter the workplace.

The survey below will be distributed to the employers of candidates and data will be available by October, 2005.

2) Scoring guides or criteria used to score candidate responses on the assessment

The survey form will be validated by a resident national scholar in survey preparation. Results will be tallied by staff and summarized in tables for analysis by the faculty.

3) Table with results of assessment

[Will be available when the surveys are returned and analyzed]

**College of Education  
Program in Educational Administration and Policy  
Employer Survey**

The Program in Educational Administration and Policy respectfully requests that you complete the following survey concerning the knowledge, skills, and dispositions of our graduates that you may have employed in your organization within the past year. Your responses will be anonymous, and the information you share will be very helpful to us in improving our programs that prepare administrators.

Please mark the box that best describes your beliefs about our graduate(s) that you have employed and return it in the stamped, addressed envelope provided. If you have any questions about this survey, please contact Dr. Sally Zepeda, Graduate Coordinator, at [szepeda@uga.edu](mailto:szepeda@uga.edu) or at (706) 542-0408.

The person employed by our organization came to us prepared to do the items identified below to the level indicated.

Item	Not prepared	Some-what prepared	Moderately prepared	Highly prepared	Un-aware
1. Be a reflective practitioner.					
2. Abide by legal practices of the profession.					
3. Work toward a common vision					
4. Abide by ethical practices of the profession.					
5. Work with students/clients at their developmental levels.					
6. Promote a positive school culture.					
7. Develop professional growth plans for teachers/clients.					
8. Work with diverse students/clients.					
9. Respect all students/clients.					
10. Hold high expectations for all learners.					
11. Advocate for students/clients.					
12. Use the result of assessment to adjust services.					
13. Use technology appropriately to enhance their professional productivity.					
14. Find resources to support professional practices for teachers on behalf of students.					
15. Know the content of the field.					
16. Know the foundations of the field.					
17. Use methods consistent with current theory, research, and practice.					

18. Continue to learn content in their professional field.					
19. Continue to learn techniques that support their professional practice.					
20. Use their understanding of the professional field in their practice.					
21. Work with students/clients to create solutions to existing problems.					
22. Work with parent/community persons to create solutions to existing problems.					
23. Work with colleagues to create solutions to existing problems.					
24. Work with colleagues in different positions and/or organizations to create solutions to existing problems.					
25. Value working cooperatively with colleagues to advance the best interests of students/clients.					
26. Apply best practices to student learning.					
27. Understand federal, state, and local policies relevant to the job.					
28. Implement federal, state, and local policies relevant to the job.					
29. Develop best practices to comply with federal, state, and local policies.					

Please share any other insights you have about the preparation of the person (or persons) whom the Program in Educational Administration and Policy at the University of Georgia has prepared and you have familiarity.

Thank you for participating in this survey of graduates from the University of Georgia in the Program in Educational Administration and Policy.

**SECTION III—STANDARDS ALIGNMENT CHART**

**Content  
Professional  
Student  
Knowledge  
KSD  
Learning**

**SECTION II**  
75

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 school vision of learning supported by the school community.

1.1 Develop a School Vision of Learning.	X	_	X	<del>X</del> #1 <del>X</del> #3 <del>X</del> #5 <del>X</del> #7 <del>X</del> #2 <del>#</del> 4 <del>X</del> #6 <del>X</del> #8
1.2 Articulate a School Vision of Learning.	X	X	X	<del>X</del> #1 <del>X</del> #3 <del>X</del> #5 <del>X</del> #7 <del>X</del> #2 <del>#</del> 4 <del>X</del> #6 <del>X</del> #8
1.3 Implement a School Vision of Learning.	_	X	_	<del>#</del> 1 <del>X</del> #3 <del>X</del> #5 <del>X</del> #7 <del>X</del> #2 <del>#</del> 4 <del>#</del> 6 <del>X</del> #8
1.4 Steward a School Vision of Learning.	_	X	X	<del>#</del> 1 <del>X</del> #3 <del>X</del> #5 <del>X</del> #7 <del>X</del> #2 <del>#</del> 4 <del>#</del> 6 <del>X</del> #8
1.5 Promote Community Involvement in School Vision.	X	X	_	<del>#</del> 1 <del>X</del> #3 <del>X</del> #5 <del>X</del> #7 <del>X</del> #2 <del>#</del> 4 <del>X</del> #6 <del>X</del> #8

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.

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

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.

3.1 Manage the Organization.	X	X	X	<del>X</del> #1 <del>X</del> #3 <del>X</del> #5 <del>X</del> #7 <del>X</del> #2 <del>#</del> 4 <del>X</del> #6 <del>X</del> #8
3.2 Manage the Operations.	X	X	X	<del>#</del> 1 <del>X</del> #3 <del>X</del> #5 <del>X</del> #7 <del>#</del> 2 <del>X</del> #4 <del>X</del> #6 <del>X</del> #8
3.3 Manage the Resources.	X	X	X	

## SECTION IV—EVIDENCE FOR MEETING STANDARDS

### **ASSESSMENT 1-CONTENT KNOWLEDGE: Data from licensure tests of professional examinations of content knowledge**

Standards and assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:

- 1) Content knowledge
- 2) Pedagogical and professional knowledge, skills, and dispositions
- 3) Effects on student learning

For each assessment, the evidence for meeting standards should include the following information:

- 1) A brief description of the assessment and its use in the program;
- 2) The alignment of the assessment with the specific SPA standards addressed by the assessment, as they are described in Section III;
- 3) A brief summary of the data finding attached in Section II;
- 4) An interpretation of how the data provides evidence for meeting standards

#### **# 1 Content Knowledge—Licensure assessments**

To be licensed by the Georgia Professional Standards Commission in Educational Leadership, candidates must take and pass the Praxis II examination prior to receiving a recommendation for the license by the Educational Administration and Policy Program. All 16 students who took the exam received a passing score. Three students whose career objectives did not require the L-5 certification did not take the exam.

#### **# 2 Content Knowledge-Assessment of content knowledge in educational leadership**

##### **GPA IN CORE COURSES**

1) A brief description of the assessment and its use in the program. The Graduate School and the Program Area require students to maintain a GPA of 3.00 to complete the program. The Graduate Coordinator monitors these data regularly to ensure candidates maintain that average or they must drop from the program. Course syllabi indicate that assignments in courses are designed to build knowledge and skills in the content areas. The professional assessment of candidate performance on these measures illustrates that our graduates are of professionally high quality. This assures the faculty that on completion, candidates have the knowledge, skills, and dispositions to succeed in their work assignments.

The courses require candidates to produce a variety of products and complete a number of projects that will assure the faculty of the students' abilities. For example, in EDAP 7020, candidates develop professional growth plans, they engage in working with teachers using clinical and other models of instructional supervision, and they assess teaching across content areas. In EDAP 7050, candidates gain content knowledge and skills in staff selection and development concepts and procedures, identify and analyze human resource management problems and develop potential solutions. In EDAP 7060, candidates gain content knowledge through a review of literature relating to basic concepts of school business and resource management to manage the school efficiently. They also analyze a school's resource allocation and budgeting processes and develop a school budget. In EDAP 7070, candidates use curriculum development processes to solve educational problems, compare historic and contemporary approaches to curriculum development, and develop plans to improve curriculum to gain content knowledge and skills. These assignments entail not only knowledge across content in the fields but in addition, and more importantly, the application which is measured by performance assessments. Feedback is given regularly to candidates. Students engage in extending these lessons learned during the Practicum, EDAP 7800 where students engage in the work of administration across two semesters in which they spend a total of 150 or more clock hours with a practicing administrator.

2) The alignment of the assessment with the specific SPA standards addressed by the assessment, as they are described in Section III.

All ELCC Standards are addressed in this entry

3) A brief summary of the data finding attached in Section II

Data for the spring 2005 M.Ed. students indicate a range of GPA scores from 3.88 to 4.00, with a mean score for all completers at 3.96. For the L-5 Add-on program, GPA scores ranged from 3.80 to 4.00 with a mean score of 3.95 for all completers. These scores are well above the minimum required for program completion and attest to the academic capabilities of candidates who are admitted to the program.

4) An interpretation of how the data provides evidence for meeting standards. The core courses and the content presented therein are established to provide essential, yet comprehensive knowledge, assure development of skills, and test dispositions in the areas identified by the ELCC Standards as being necessary for successful professional practice. The course syllabi indicate that the assignments required in these courses are linked to the ELCC Standards and that the successful completion of projects at high levels of competence by candidates is authenticated by their GPA scores, performance measures during

EDAP 7800, the Practicum, the portfolios developed in EDAP 7800, and the culminating presentation of the Philosophy of Educational Administration and Policy and the artifacts in the final portfolio that is graded by a panel of three faculty members in the Program in Educational Administration and Policy.

### **# 3 Assessment of the application of content knowledge in educational leadership**

1) A brief description of the assessment and its use in the program

#### **RUBRICS FOR THE PRACTICUM**

As the rubric identified in Section II indicates, candidates are required to demonstrate through many varied assignments and activities their abilities to apply the content knowledge obtained in the courses and anchored in the ELCC Standards. By its nature and purpose, the Practicum, EDAP 7800, is a capstone experience designed for candidates to apply in settings observed and evaluated by instructors and field supervisors the concepts of leadership and learning necessary to ensure professional competence.

2) The alignment of the assessment with the specific SPA standards addressed by the assessment, as they are described in Section III.

This assessment addressed all ELCC Standards. However, there are other sources of data on candidate's knowledge and understanding of concepts and theories, and applications of knowledge to ensure that candidates not only know, but can and do understand and can and do apply skills in a setting.

Another source of data on each candidate is self-assessments where candidates assess their understanding and how this understanding changes from the beginning of the Practicum to its conclusion. Candidates self-assess where they are in their own development and understanding from when they begin the Practicum to where they are after sustaining the activities associated with the ELCC Standards. This form is shown at Section II.

3) A brief summary of the data finding attached in Section II.

The data reported in Section II indicate that all students in the spring 2005 M.Ed. and L-5 Add-on programs successfully completed the Practicum, EDAP 7800. The tables report the evaluations of the candidates by the instructors and supervising administrators were satisfactory on a two-point scale of "satisfactory-unsatisfactory." The rubric used in the evaluation process provides evidence that candidates must complete activities covering all off the Elements across all ELCC Standards during the 150 hours of the practicum which is sustained over a concentrated two semester (six month) enrollment.

#### 4) An interpretation of how the data provides evidence for meeting standards

The data provides evidence for meeting standards in two ways. Candidates usually choose their base school as the site for their assignment and consequently, their supervising administrator is usually their principal or assistant principal. That individual almost always uses that opportunity to introduce the candidate to a wide range of activities, projects, and problems related to the context of the school and the characteristics of the community (students, teachers, parents, and external constituents). The supervising administrator has a strong interest in seeing that the candidate is given opportunities to experience the realities of school administration.

Second, the supervising administrator has direct contact observing the candidate's performance in the job setting; the instructor for EDAP 7800 has the opportunity to review the artifacts produced by the candidate during the practicum experience. The EDAP 7800 instructor also has the supervising administrator's evaluation of the candidate's performance while in the field across two semesters, totaling 150 hours. The instructor provides the link between the content knowledge gained by the candidate and the application of that learning to the realities of the school.

During EDAP 7800, there are several artifacts that illustrate that students in the Master's Degree and the L-5 Certification Program are engaged in meaningful application of the skills and dispositions needed to be an effective school leader. The following Table illustrates the extent to which our candidates are engaged in the work of administration. It is also noted that our candidates are expected to engage in significant work across all ELLC Standards and to include artifacts that substantiate that work in addition to the assessment of the practicing administrators who oversee the candidate.

#### **# 4 Assessment that demonstrates candidates can effectively develop supervisory plans for classroom-based instruction, and other identified professional responsibilities in educational leadership**

1) A brief description of the assessment and its use in the program.

#### **PORTFOLIO RUBRIC**

All candidates are required to develop a portfolio that includes components identified in the description provided by the faculty. These components include artifacts from each of the core and other courses completed by the candidate. Two courses address the supervisory plan, EDAP 7020 and EDAP 7050. As part of the course assignments in EDAP 7020, students conduct supervisory experiences in teacher observation, feedback, and development. In EDAP 7020,

students develop a professional growth plan for a single teacher whereas in EDAP 7050, students develop a staff development plan for a selected group of teachers to accomplish specific objectives for the group based on a set of identified needs. During the portfolio review process, candidates demonstrate their knowledge, skills, and dispositions toward classroom supervision through the artifacts they present for evaluation.

2) The alignment of the assessment with the specific SPA standards addressed by the assessment, as they are described in Section III.

This assessment addresses ELCC Standard # 2

3) A brief summary of the data finding attached in Section II.

The data reported in Section II indicate that all students in the M.Ed. and L-5 Add-on programs have successfully completed this standard.

4) An interpretation of how the data provides evidence for meeting standards.

The portfolio evaluation rubric is based on the ELCC Standards. The determination that candidates have successfully met the standards is based on professional review by the faculty at three points, the final one being the review of artifacts in the portfolio. The first occurs during course evaluation to determine content mastery. The second is by the instructor during the practicum where the candidate applies content knowledge to the realities of school leadership. When the final review of the portfolio occurs, the instructor and the candidate have considerable data about the candidate's knowledge and skills in the area of classroom instruction and supervision and the candidate's disposition toward the practice of educational leadership. These data come from several sources and indicate the candidate's ability to meet Standard 2.

## **# 5 Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in internship/clinical practice**

### **SUPERVISOR AND INSTRUCTOR EVALUATIONS**

1) A brief description of the assessment and its use in the program

At the end of each semester of the two-semester sequence for practicum in the M.Ed. and L-5 Add-on programs, the instructor and the supervising administrator complete evaluation rubrics for all candidates that are based on the candidates' successful completion of activities and the creation of artifacts that provide evidence that the standards have been met

2) The alignment of the assessment with the specific SPA standards addressed by the assessment, as they are described in Section III.

All six ELCC Standards are addressed through the supervisor and instructor evaluations.

3) A brief summary of the data finding attached in Section II

The data reported in Section II indicate the standards that are addressed through the clinical practice and the level of success the spring 2005 candidates experienced in the M.Ed. and L-5 Add-on programs. All students successfully completed the practicum in all areas.

4). An interpretation of how the data provides evidence for meeting standards

Rubrics for evaluating the performance of candidates in the practicum are specifically linked to the standards and data obtained from those instruments indicate the level of proficiency candidate demonstrate as well as the scope of their activities.

#### **# 6 Assessment that demonstrates candidates' abilities in organizational management and community relations**

Please see Assessment # 2 for information concerning Assessment # 6.

#### **# 7 Assessment that demonstrates candidates' ability to support student learning and development**

### **STUDENT EXIT SURVEY**

1) A brief description of the assessment and its use in the program

Candidates for both the M.Ed. and L-5 Add-on programs complete the exit survey at the end of their programs. The survey was developed by the faculty and validated by a national authority in the field of survey research and instrument development. Data obtained from the survey are used by the faculty to review current program requirements and to plan changes when they are appropriate.

2) The alignment of the assessment with the specific SPA standards addressed by the assessment, as they are described in Section III.

This assessment addresses the six ELCC Standards.

3) A brief summary of the data finding attached in Section II

Data obtained from the administration of this questionnaire to the spring

2005 program completers relate directly to the ELCC Standards. The majority of students indicated either good or excellent experience with all standards with the exception of two items, use of technology to assess student learning, and regular support from practicum faculty with a desire for more shadowing experiences and less emphasis on the tasks necessary to show proficiency within the ELCC Standards. Open-ended comments were positive in a significant majority of the responses received. These data will be used to guide reviews that will be conducted to improve the program during the year.

4). An interpretation of how the data provides evidence for meeting standards

The student exit survey provides data from program consumers and indicate to the faculty student self-evaluation concerning their knowledge, skills, and dispositions in the areas identified through the standards. The self-evaluation element of the survey increases awareness within the candidate concerning areas of competence and areas of need, but it also serves the faculty in providing feedback about candidate self-perceptions of program competence. Second, the data specifically addresses areas where standards are being met and gives recommendations for strengthening that element of the program.

## **#8 Additional assessment that addresses ELCC standards**

### **EMPLOYER EXIT SURVEY**

1) A brief description of the assessment and its use in the program

The employer survey obtains data from organizational leaders who employ candidates that complete the M.Ed. and L-5 Add-on programs. The data are from sources external to the program faculty and as such, assist with the validity of the program assessment. Feedback from employers is used to identify potential program weaknesses and strengths and to establish additional channels of communication that enhance program effectiveness and outreach.

2) The alignment of the assessment with the specific SPA standards addressed by the assessment, as they are described in Section III.

The assessment is aligned with all ELCC Standards.

3) A brief summary of the data finding attached in Section II

[To be completed when the instrument is finalized and administered.]

4). An interpretation of how the data provides evidence for meeting standards

The data provides evidence for meeting standards from two points. First, the data are obtained from candidate employers who have a vested interest in providing accurate and detailed observations and evaluations concerning the strengths and weaknesses of our graduates. Second, as objective, outside observers, employers view the program through a different lens than those involved in the program and their perspective provides validity to their evaluation as well as to plans for program improvement that must be considered regularly.

## **SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE**

The content knowledge, skill base, and dispositions we seek to promote and develop in students in the Program in Educational Administration and Policy are grounded in research, theory, and the application of “best” administrative and leadership practices for school leaders. To ensure currency, course content, field-based experiences, and instructional methods are continuously reviewed by the Program faculty.

Data from multiple sources are examined to ensure quality and rigorous standards. Data are derived from:

1. Student performance on assessments from the Core courses
2. Data from such artifacts from portfolios developed throughout the courses students sustain and the Practicum (EDAP 7800) that substantiate student mastery of the ELCC Standards and the elements within each ELCC Standard.
3. Data from the oral exam in which the student presents his/her Philosophy of Educational Administration and Policy to a panel of three faculty members. The oral exam is a three-part process and includes: 1) the written Philosophy of Educational Administration and Policy, 2) the oral presentation of the Philosophy of Educational Administration and Policy, and 3) the artifacts used to support the development of the Philosophy of Educational Administration and Policy.

Throughout the program of studies for the Master's Degree, students are engaged in developing and refining the Philosophy of Educational Administration and Policy and developing the portfolio.

4. Data from PRAXIS II results are examined to see if there are any gaps in student knowledge.
5. Data from the assessment of student performance in the Practicum, EDAP 7800 by practicing administrators are examined.
6. Data from students' self-assessments are examined to identify trends in student familiarity with ELCC Standards as they enter EDAP 7800.
7. Data from the graduate survey are examined [this is under construction]
8. Data from the employer survey will be examined.

Through the assessment of this data, the faculty in the Program in Educational Administration and Policy made modifications, including:

1. Changing the entry point of students into the Practicum. The faculty believed that students needed to complete more core courses before entering the practicum. The number of courses completed changed from 12 hours to 16 (from three to four core courses)
2. Refocusing and refining the focus on the development of the Philosophy of Educational Administration and Policy throughout the core courses, making the connection more pronounced between the work in these courses to the development of the written statement and the artifacts used to support the Philosophy of Educational Administration and Policy.

Educational Administration and Policy faculty came to the conclusion that our core courses (Masters Degree and L5 certification) needed to be more purposeful in our work with ELCC Standard 1:

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 or district vision of learning supported by the school community.

The Core courses now focus more on the development of the vision related to content (e.g., Instructional Supervision, School Law, Curriculum Development and Evaluation, School Personnel, School Business and Resource Management, etc.). This has led to the examination of the Oral Exam and the artifacts presented at the defense at the end of the program.

To keep current with the field of practice, the Program in Educational Administration and Policy developed an external advisory board. This board provides critical review of our program, the curriculum and field experiences we provide to ensure the next generation of leaders in our state is prepared to meet the rigors of practice.