

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

Educational Leadership Constituent Council (ELCC)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

Institution University of Georgia **State** Georgia

Date submitted TBD

Name of preparer Dr. Sally J. Zepeda

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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 Ed.S. in Educational Administration and Policy
Title of the state license for which candidates are prepared L-6 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. For those who have not already done so at the Master' Degree level, a passing score on this assessment is required prior to being awarded the Specialist in Education Degree. Candidate scores for students who took this examination while in candidacy for the Specialist in Education Degree are reported in section II.

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 Specialist in Education Degree (Ed.S.), students complete 150 hours of EDAP 8800, Practicum, during two consecutive semesters following completion of at least 16 semester hours of the required course work.

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

Ed.S. in Educational Administration and Policy

The Ed.S. 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 district leadership and administration. Students develop knowledge and skills in the concepts defined through the ELCC Standards as they complete at least 50% of the course work (four courses, three of which must be the core courses) prior to initiation in the Practicum, EDAP 8800, a two-semester capstone experience consisting of a minimum of 150 hours in the field.

In addition to completion of the core courses, EDAP 8090, Instructional Development, EDAP 8030, Classic Theories of Organizational Leadership, and EDAP Education Policy Analysis, candidates complete 12 hours of specialization, 3 semester hours in research, and 3 semester hours in social or ethical foundations of education. The 12 specialization hours emphasize a coherent program relating to educational administration and policy including instructional leadership (curriculum

and instruction), school law, school finance, and policy. The specialization is predicated on the student's interest and long-term career goals.

During the practicum, EDAP 8800, students 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. Of particular note, the practicum focuses on district-wide experiences as well as school-site experiences so that students see and understand the relationship between the work between the site and central office. To this end, students in EDAP 8800 often have two field-site administrators with whom they work—one from a building and one from the district site.

Admission requirements to the Specialist in Education Degree in the Program in Educational Administration and Policy include:

- Graduate GPA of 3.00 or better.
- Graduate Record Examination Score of 900 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.

4. Description of the relationship of the program to the unit's conceptual framework. The conceptual framework states that the College of Education at the University of Georgia "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 programs in the Program of 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 and 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 special 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 the new department 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 to the field of educational administration and policy. The emphasis on scholarship and research 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's conceptual framework.

The college reorganization of 2003-2004 resulted in the merger of the Department of Educational Administration and Policy into the new Department of Lifelong Education, Administration, and Policy. Within the new department framework, the charge has been given to the faculty to produce scholarship, teaching, outreach, and partnerships that are exemplary and that provide direction for the larger society that is seeking more appropriate ways and means to produce better educated citizens.

Recognizing the need to provide continuing educational non-degree programs for school executives throughout the southeastern geographical area, to monitor changing educational needs and priorities for leaders of school districts, and to obtain feedback 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 outreach and continuing education 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 specialist degree program. These decision points occur strategically at

- 1) admission to the program
- 2) completion of the core coursework
- 3) the beginning and completion of the practicum. Assessments occur four times during this point at two phases, beginning and ending with each hour of enrollment in EDAP 8800 ; and
- 4) program completion and exit.

Faculty, students, practicum instructors, and supervising administrators participate in these key decision points. Summary information indicating the decision points and activities that included for each point is shown at Table 1

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

TABLE 1**FOUR DECISION POINTS FOR CANDIDATE PROGRESSION THROUGH THE PROGRAM**

DECISION POINTS	DATA SOURCES
1 Admission	GRE score, GPAs for all prior work, philosophy statement, three letters of recommendation
2 Assessment of candidate performance in core courses Practicum pre-entry	GPA in 16 semester hours (12 core course hours) of courses including the core course requirements plus an additional 4 semester hours of coursework. At the completion of this coursework, recommendation of the advisor based on mastery of ELCC standards is needed to begin the Practicum, EDAP 8800.
3a-Practicum initiation	Instructor and supervisor evaluation rubrics
3b-Practicum completion	Portfolio evaluation, student self-evaluation, instructor and supervisor evaluations, recommendation of advisor, passing score on Praxis II
4-Program completion	Completion of remaining coursework, evaluation of GPA in courses, evaluation of candidate solution to a problem of practice and portfolio completion and evaluation, artifact evaluation, oral examination, and exit survey

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

EDUCATIONAL ADMINISTRATION AND POLICY		
SPECIALIST DEGREE PROGRAM		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2002-2003	Not open	Not open
2003-2004	20	1
2004-2005	44	7

ATTACHMENT B FACULTY DATA

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 profe expe 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's Bulletin in June, 2004 – <i>Peer</i>	Direc Profe Learn Gwin Publi Geor K-12 certif Lead Ment Reta Inter- and I Colle conti teach profe learn deve cours

					<p><i>Coaching: Veteran High School Teachers Take the Lead on Learning;</i> Instructor of 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</p>
John Dayton	J.D. & Ed.D. Educational Administration & Policy	Faculty	Professor	Yes	<p>John Dayton & Anne Dupre (2005). School Funding Litigation: Who's Winning the War? <i>Vanderbilt Law Review</i>, 57, ____ - ____.</p> <p>John Dayton, Anne Dupre & 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>

					John Dayton (2003). Rural Children, Rural Schools, and Public School 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 th Annual HSTW Staff	A pro educ over servi teach depa chair admi Geor Janu have princ Shilo Schc

					<p>Development Conference, Atlanta, GA</p> <p>Publication: Arnau, L., Kahrs, J., & Kruskamp, W. (2004). Peer coaching: Veteran high school teachers take the lead on learning. <i>NASSP Bulletin</i>, 88 (639), 26-41.</p>	Gwin Cour Geor
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</p>	State Mich Penn Teac Certi Grad Engli Stud 7-8, ,

					<p>needs: An overview across the 50 states. In Faith Crampton & David Thompson (Eds.) <i>Saving America's School Infrastructure</i> (pp. 27-51) Greenwich CT: Information Age Publishing.</p> <p>Chair, Fiscal Issues, Policy & 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>Middle teach scho 6 year supe 12 year office admi years state to de proce tappi selec scho admi</p>
William	Ed.D., Social	Faculty	Professor	Yes	Scholarship:	High

G. Wraga	& Philosophical Foundations of Education				<p>Wraga, W. G. (2004). Making educational leadership 'educational.' <i>Journal of School Leadership, 14</i>(1), 105-121. Wraga, W. G. (2003). The progressive classicism of Alexander James Inglis. <i>The Classical Journal, 99</i>(1) 59-69. Wraga, W.G., & Hlebowitsh, P.S. (2003). Toward a renaissance in curriculum theory and development in the United States. <i>Journal of Curriculum Studies, 35</i>(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</p>	<p>teach studi Engli years scho studi depa supe years Offic socia supe years Certi State Jerse Admi Princ Supe Teac Engli Socia State York of Sc Stud</p>
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					Holocaust in Latvian Schools Project," College of Education, University of Iowa, 2004. Consultant, 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	Scholarship: Zepeda, S.J., & Mayers, R.S. (in press). An Analysis of Research about Block Scheduling. <i>Review of Educational Research</i> Zepeda, S.J. (2003). <i>Principal as instructional leader: Handbook for instructional supervisors</i> . Larchmont, NY:	<u>Rece</u> <u>Enga</u> One inten servi for hi depa chair on in supe Shilo Schc (Gwi Cour Schc Chai mem admi

					<p>Eye on Education.</p> <p><u>Leadership in Professional Associations, and Service</u> Chair: 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>team UGA and I Shilo Schc on th tools class obse post-confe</p> <p>Deve Annc Biblic Perf Coac Geor Lead Initia Schc Impr (GLI'</p> <p>Licer Certi Illino 75 (p and Supe Certi Lang Teac Certi grad Illino Minn</p>
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ATTACHMENT C

Specialist in Education in Educational Administration and Policy Advisement Form

Social or Ethical Foundations (3 semester hours)					
	Sem/yr	Grade	Course #	Course Name	Notes
⑩					
Research (3 semester hours)					
	Sem/yr	Grade	Course #	Course Name	Notes
⑩			ERSH 6300	Applied Statistical Methods in Education	
⑩			ERSH 6600	Applied Educational Assessment	
⑩			Coursework in historical, legal, etc. research		
Core (12 semester hours)					
	Sem/yr	Grade	Course #	Course Name	Notes
⑩			EDAP 8090	Instructional Development	
⑩			EDAP 8030	Classic Theories of Organizational Leadership	
⑩			EDAP 8210	Education Policy Analysis	
Specialization (12 semester hours specialization. Coherent specialization related to educational administration and policy selected in consultation with the student's advisor)					
	Sem/yr	Grade	Course #	Course Name	Notes
⑩					
⑩					
⑩					
⑩					
Practicum (A total of 2 semester hours completed over two consecutive semesters)					
	Sem/yr	Grade	Course #	Course Name	Notes
⑩			EDAP 8800		
⑩			EDAP 8800		

Students at the Specialist in Education level that do not have an L5 Certificate in Leadership must complete the courses of that program before the Specialist in Education Degree will be granted.

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 design, align, and evaluate curriculum, guide professional learning	Rubric for portfolio completion	End of program	X	X	X
5. Clinical practice	Instructor & supervising administrator evaluations	End of practicum (Part 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 Specialist in Education graduates

Candidate	Degree/ Certification	Praxis II Passed
1.	Ed.S.	9/09/95
2.	Ed.S.	6/28/03
3.	Ed.S.	1/12/02

Attachments for Assessment 2 (Content-based)

GPA ASSESSMENT

- 1) Assessment and instructions to candidates

Graduate students in the Specialist in Education Degree Program 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 3.

TABLE 3**STANDARDS TAUGHT IN INDIVIDUAL CORE COURSES**

STANDARDS	COURSES			
	8030	8090	8210	8800
1.1	X	X		X
1.2		X		X
1.3		X		X
1.4		X		X
1.5	X	X		X
2.1	X	X		X
2.2		X		X
2.3		X		X
2.4	X	X		X
3.1	X			X
3.2	X			X
3.3				X
4.1				X
4.2			X	X
4.3			X	X
5.1				X
5.2				X
5.3				X
6.1	X	X	X	X
6.2		X	X	X
6.3		X	X	X

RUBRICS

Rubrics are used in core courses to evaluate candidate knowledge in the content areas. Rubrics are linked to the ELCC Standards addressed in the courses. The following tables contain the rubrics that are used in EDAP 8090 and 8210.

**EVALUATION RUBRIC
EDAP 8090 INSTRUCTIONAL DEVELOPMENT**

STUDENT	SEMESTER			
Element	Meets	Partially Meets	Not Meet	Points and Comments
Context				
Scope and Sequence of the Position				
Vision				
Collaborative Relationships—Working with Others to Promote Leading and Learning				
Organizing Programs and Services to Support Student Learning				
Planning for Improving Curriculum, Teaching, and Learning				
Promoting Best Instructional Practices				
Uses of Technology to Support Instruction				
Supporting Diversity and Sub-Populations				
Summary				

SJZ, 2005

3). Tables with results of assessments

TABLE 4

Spring 2005 Specialist in Education graduates

Candidate	Degree/ Certification	GPA
1.	Ed.S.	3.91
2.	Ed.S.	4.00
3.	Ed.S.	4.00

Summary data for Spring 2005 Specialist in Education graduates (n=3)

GPA average: 3.97 out of 4.00

Attachments for Assessment 3 (Application of Content)

1) Assessment and instructions to candidates

Candidates are evaluated at the end of each semester of the Practicum, EDAP 8800, by the instructor and supervising administrator using a rubric that addresses each of the standards.

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 the six standards.

3). Tables with the result of the assessment

Results of the assessment for spring 2005 course are illustrated in Table 5.

Table 6 illustrates the assessment of Specialist in Education candidates relative to the site and district-level supervisors.

Practicum Evaluation by Practicing Administrator

EDAP 8800

Practicum Participant

Practicing Administrator

Please circle one:

School Based

Central Office

Academic Term of Practicum

During the Practicum just completed, the individual whose name appears above had multiple opportunities to “act as an administrator”. The extent to which he/she was able to demonstrate **entry level ability** is indicated by comments or specific examples that follow each standard:

1. 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.

2. 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.

3. 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.

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.

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

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

- 7. Ability to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel.

This experience consisted of a minimum of 75 clock hours. To the best of my knowledge, the Practicum Participant has demonstrated satisfactory abilities required to be an **entry level** school administrator in Georgia on each of the standards.

Practicing Administrator

Signature and Date

Title

School

District

Title

District

TABLE 5

EDAP 8800 THE PRACTICUM

PRACTICING ADMINISTRATOR EVALUATION INDIVIDUAL STUDENT SCORES ON ELCC STANDARDS SPRING 2005

STUDENT	1	2	3	4	5	6	Total Satisfactory	Total Unsatisfactory
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

TABLE 6

EDAP 8800 THE PRACTICUM

PRACTICING ADMINISTRATOR EVALUATION SUMMARY OF SCORES BY STANDARD SPRING 2005

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.	3 (100%)	0 (0%)
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.	3 (100%)	0 (0%)
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	3 (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	3 (100%)	0 (0%)
5. Capability to promote the success of all students by acting with integrity, fairly, and in an ethical manner	3 (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.	3 (100 %)	0 (0%)

Attachments for Assessment 4 (Ability to develop a Vision for Leading and Learning)

1). Assessment and instructions to candidates

Candidates are informed of the evaluation rubric at the beginning of the course to inform them of performance expectations. Additional core courses also have rubrics in development that will be implemented in the fall 2005 and spring 2006.

The rubric for EDAP 8090 has been implemented.

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

3). Tables with the result of the assessment

Results of the portfolio rubric are shown at Table 7

RUBRIC

EDAP 8090—Instructional Development

Standard 1 Expectations	Entrance to Program	Transition Point 1: Performance in Early Level (field experiences, course work, other measures)	Transition Point 2: Performance in Middle Level (field experiences, course work, other measures)	Transition Point 3: Performance measures for entry to Student Teaching or Clinical Practice	Tran Com Prog
<p>Content knowledge— Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards.</p>		<p>Students examine the models of teaching; they view video-clips of teachers using these models, and they analyze teaching with the criteria for each model.</p> <p>Students develop an annotated bibliography on a model construct (e.g., inquiry in the science classroom or jurisprudence in the social studies classroom).</p> <p>Students</p>			

		<p>demonstrate mastery of a teaching model of choice teaching a micro-lesson.</p> <p>Students in the class critique the teaching of classmates using a particular model.</p> <p>Students develop a group activity for a model or method (e.g., advanced organizer) and engage the class in the activity.</p> <p>Students observe a teacher in two of the four content areas: math, social studies, English, and science; students assess instruction based on the principles of that model (e.g., cooperative learning, direct instruction).</p>			
<p>Professional and pedagogical knowledge and skills for other school personnel—Candidates for other professional school roles have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use current research to inform their practices; use technology in their practices; and support student learning through their professional services.</p>					
<p>Dispositions— Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional state and institutional standards.</p>					
<p>Student learning for other school</p>					

<p>personnel— Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.</p>				
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Portfolio Assessment

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.

Ed.S ORAL COMPREHENSIVE EXAMINATION STUDENT PERFORMANCE EVALUATION and ASSESSMENT RUBRIC

CRITERION	LEVELS OF PERFORMANCE		
	Fail	Proficient	With Distinction
<p>The student demonstrates the ability to construct a solution to a general education problem.</p>	<p><u>The Student</u> Makes content <u>errors</u> • Displays <u>little</u> understanding of educational administration and policy <u>knowledge</u> important for constructing a solution. • Displays little understanding of <u>contextual</u> issues relevant to constructing a solution. • Indicates some awareness of educational</p>	<p><u>The Student</u> • Displays <u>solid</u> educational administration and policy knowledge (e.g., communications, problem solving, conflict resolution, decision making). • <u>Links</u> educational administration and policy knowledge and content to practice. • Reflects understanding of <u>relationships</u> among contextual issues (e.g., analytical, synthesis evaluation).</p>	<p><u>The Student</u> • Displays <u>extensive</u> knowledge about educational administration and policy. • Actively builds on educational administration and policy knowledge when describing a solution. • Reflects understanding of relationships among <u>contextual</u> issues, with <u>ethical/moral</u> considerations.</p>

	<p>administration and policy knowledge although such knowledge may be <u>incomplete</u> or <u>inaccurate</u>.</p> <ul style="list-style-type: none"> • Displays <u>basic</u> educational administration and policy <u>knowledge</u> but cannot articulate <u>connections</u> between the content and practice (cannot apply knowledge to practice). • Displays basic educational administration and policy knowledge, but does not anticipate <u>contextual</u> issues relevant to constructing a solution. 	<ul style="list-style-type: none"> • <u>Presents current research on</u> educational administration and policy while solving a problem of practice. 	<ul style="list-style-type: none"> • Draws from professional resources, publications, and experiences. • <u>Presents current research on</u> educational administration and policy while solving a problem of practice.
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Table 7

**Faculty Evaluation of Student Portfolios
Spring 2005**

Criterion	Fail Number and %	Proficient Number and %	Distinction Number And %	Total
Candidate demonstrates the ability to construct a solution to a general education problem.	0-0.0%	2-66.6%	1-33.3%	3-100%

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 part of a series of activities at the time candidates are completing the program,. The data obtained will be reviewed by the faculty as part of the process of program improvement.

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

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.

- 2) Scoring guides or criteria used to score candidate responses on the assessment
See instrument above
- 3). Table with results of assessments
See Table 8 below.

TABLE 8
STUDENT EXIT SURVEY RESULTS
SPRING 2005

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	9	0 (0.0%)	0 (0.0%)	3 (33.3%)	6 (66.7%)

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
- Important 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 managements. 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	Per cent	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.

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

These data will be reported when the survey is complete.

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 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

ELCC STANDARD	Effect on Content Professional Student Knowledge KSD Learning	APPLICABLE ASSESSMENTS FROM SECTION II
Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.		
1.1 Develop a District Vision of Learning.	X _ X	_X#1 X_#3 X_#5 X_#7 X_#2 _#4 X_#6 X_#8
1.2 Articulate a District Vision of Learning.	X X X	_X#1 X_#3 X_#5 X_#7 _X#2 _#4 _#6 X_#8
1.3 Implement a District Vision of Learning.	_ X _	_#1 X_#3 X_#5 X_#7 _X#2 _#4 _#6 X_#8
1.4 Steward a District Vision of Learning.	_ X X	_#1 X_#3 X_#5 X_#7 _X#2 _#4 _#6 X_#8
1.5 Promote Community Involvement in District Vision.	X X _	_#1 X_#3 X_#5 X_#7 _X#2 _#4 X_#6 X_#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 district culture, providing effective instructional programs, applying best practice to student learning, and designing comprehensive professional growth plans for staff.		
2.1 Promote a Positive District Culture.	X X X	X_#1 X_#3 X_#5 X_#7 X_#2 X_#4 _#6 X_#8
2.2 Provide Effective Instructional Programs within District.	X X X	_#1 X_#3 X_#5 X_#7 _X#2 X_#4 _#6 X_#8
2.3 Apply Best Practice to Student Learning.	X X X	_#1 X_#3 X_#5 X_#7 _#2 X_#4 _#6 X_#8

ELCC STANDARD	Effect on Content Professional Student Knowledge KSD Learning	APPLICABLE ASSESSMENTS FROM SECTION II								
2.4 Design Comprehensive Professional Growth Plans.	X X -	<table border="0"> <tr> <td>X#1</td> <td>X_#3</td> <td>X_#5</td> <td>X_#7</td> </tr> <tr> <td>X#2</td> <td>_#4</td> <td>X_#6</td> <td>X_#8</td> </tr> </table>	X #1	X_#3	X_#5	X_#7	X #2	_#4	X_#6	X_#8
X #1	X_#3	X_#5	X_#7							
X #2	_#4	X_#6	X_#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 of a district in a way that promotes a safe, efficient, and effective learning environment.										
3.1 Manage the District Organization.	X X X	<table border="0"> <tr> <td>X#1</td> <td>X_#3</td> <td>X_#5</td> <td>X_#7</td> </tr> <tr> <td>X#2</td> <td>_#4</td> <td>X_#6</td> <td>X_#8</td> </tr> </table>	X #1	X_#3	X_#5	X_#7	X #2	_#4	X_#6	X_#8
X #1	X_#3	X_#5	X_#7							
X #2	_#4	X_#6	X_#8							
3.2 Manage District Operations.	X X X	<table border="0"> <tr> <td>X#1</td> <td>X_#3</td> <td>X_#5</td> <td>X_#7</td> </tr> <tr> <td>X#2</td> <td>_#4</td> <td>X_#6</td> <td>X_#8</td> </tr> </table>	X #1	X_#3	X_#5	X_#7	X #2	_#4	X_#6	X_#8
X #1	X_#3	X_#5	X_#7							
X #2	_#4	X_#6	X_#8							
3.3 Manage District Resources.	<table border="0"> <tr> <td></td> <td>X</td> <td>X</td> </tr> <tr> <td>X</td> <td></td> <td></td> </tr> </table>		X	X	X					
	X	X								
X										
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.										
4.1 Collaborate with Families and Other Community Members.	X X X	<table border="0"> <tr> <td>_#1</td> <td>X_#3</td> <td>X_#5</td> <td>X_#7</td> </tr> <tr> <td>_#2</td> <td>_#4</td> <td>_#6</td> <td>X_#8</td> </tr> </table>	_ #1	X_#3	X_#5	X_#7	_ #2	_#4	_#6	X_#8
_ #1	X_#3	X_#5	X_#7							
_ #2	_#4	_#6	X_#8							
4.2 Respond to Community Interests and Needs.	X X X	<table border="0"> <tr> <td>_#1</td> <td>X_#3</td> <td>X_#5</td> <td>X_#7</td> </tr> <tr> <td>X#2</td> <td>_#4</td> <td>_#6</td> <td>X_#8</td> </tr> </table>	_ #1	X_#3	X_#5	X_#7	X #2	_#4	_#6	X_#8
_ #1	X_#3	X_#5	X_#7							
X #2	_#4	_#6	X_#8							
4.3 Mobilize Community Resources.	X X X	<table border="0"> <tr> <td>_#1</td> <td>X_#3</td> <td>X_#5</td> <td>X_#7</td> </tr> <tr> <td>X#2</td> <td>_#4</td> <td>_#6</td> <td>X_#8</td> </tr> </table>	_ #1	X_#3	X_#5	X_#7	X #2	_#4	_#6	X_#8
_ #1	X_#3	X_#5	X_#7							
X #2	_#4	_#6	X_#8							
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										
5.1 Acts with Integrity.	X X X	<table border="0"> <tr> <td>_X#1</td> <td>X_#3</td> <td>X_#5</td> <td>X_#7</td> </tr> <tr> <td>_X#2</td> <td>_#4</td> <td>_#6</td> <td>X_#8</td> </tr> </table>	_ X#1	X_#3	X_#5	X_#7	_ X#2	_#4	_#6	X_#8
_ X#1	X_#3	X_#5	X_#7							
_ X#2	_#4	_#6	X_#8							

ELCC STANDARD	Effect on Content Professional Student Knowledge KSD Learning	APPLICABLE ASSESSMENTS FROM SECTION II
5.2 Acts Fairly.	X X X	_#1 X_#3 X_#5 X_#7 _#2 _#4 _#6 X_#8
5.3 Acts Ethically.	X X X	_#1 X_#3 X_#5 X_#7 _X#2 _#4 _#6 X_#8
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.		
6.1 Understand the Larger Educational Context.	X X _	_X#1 X_#3 X_#5 X_#7 _X#2 _#4 X_#6 X_#8
6.2 Respond to the Larger Educational Context.	X X X	_#1 X_#3 X_#5 X_#7 _X#2 _#4 X_#6 X_#8
6.3 Influence the Larger Educational Context.	X X X	_#1 X_#3 X_#5 X_#7 _X#2 _#4 X_#6 X_#8
Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.		
7.3 Candidates apply skills and knowledge articulated in the first six ELCC standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs.	X X X	_#1 X_#3 X_#5 X_#7 _#2 _#4 _#6 X_#8

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

Candidates do not routinely take the Praxis II because they may have already successfully completed the examination as part of their requirements to complete the master's degree earlier in their career. Any candidate who has not ready made a passing score on the exam will be expected to successfully complete it prior to being awarded the Ed. S. degree in Educational Administration and Policy. All three candidates successfully passed the exam prior to completing the degree.

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 make sure 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 and this professional assessment of candidate performance on these measures is of professional high quality. This assures the faculty that, on completion, candidates do 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.

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 obtained from the spring 2005 Ed.S. students indicate a range of GPA scores of 4.00, with a mean score for all completers at that same number. These scores are well above the minimum required for program completion and attest to the academic capabilities and performance 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 standards and that the successful completion of these projects at high levels of competence by candidates is authenticated by their GPA scores.

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 the table in Section II indicates, candidates are required to demonstrate through a many assignments and activities their abilities to apply the content knowledge obtained in the courses. By its nature and purpose, the practicum is designed to apply in settings observed and evaluated by instructors and supervisor the concepts of leadership and learning necessary to 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

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 Ed.S. Program successfully completed the practicum. Evaluations of the candidates by

the instructors and supervising administrators as indicated in the table were satisfactory on a two-point scale of “satisfactory-unsatisfactory.” The rubric used in the evaluation process provides evidence that candidates must complete activities in all the standards during the 150 hours of the Practicum, EDAP 8800.

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 with consultation with this administrator, the candidates choose a central office administrator to work with as well. Consequently, their supervising administrators are familiar with the connection between the school site and the central office and can coordinate efforts to provide experience with that relationship for students. These individuals almost always use this opportunity to introduce the candidate to a wide range of activities, projects, and problems and the interface between the site and central office levels. The supervising administrators have a strong interest in seeing that the candidate is given opportunities to experience the realities of school administration.

Second, the instructor and supervising administrators share direct supervision for the candidate’s performance in the job setting. The artifacts produced by the candidate during the practicum experience provide further insight about the candidate’s performance and mastery of the ELCC Standards. The course instructor provides the link between the content knowledge gained by the candidate and the application of that learning to the realities of the school.

4 Assessment that demonstrates candidates can effectively design, align, and evaluate curriculum, guide professional learning.

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 curriculum development and professional development study areas, EDAP 8090 and EDAP 8210. As part of the course assignments in EDAP 8090, students conduct interviews with central office administrators and prepare reports that combine learning the research of best practices of instructional models and methods with experiences in the field. In EDAP 8210, candidates develop knowledge and skills in the analyses of policies that provide management information to the district, learn to view, assess, and influence the larger community, and study ethical behaviors relating to district leadership. During the portfolio review process, candidates demonstrate their knowledge, skills, and dispositions toward instructional leadership, student achievement, and

building a site and central office vision for leading and learning. These demonstrations include amplified in 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 1 and 2

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. The data reported in Section II indicate that every student in the Ed.S. Program has 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 instructional leadership, building an enlarged vision, and the relationship of these to looking at instruction and student learning. Performance data from the Practicum, EDAP 8800, shows more fully the development of dispositions and attitudes necessary to lead a school system. These data come from several sources and indicate the candidate's ability to meet ELCC Standards 1 and 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 Ed.S., the instructor and the supervising administrator complete evaluation rubrics for all candidates that are based on the 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 Ed.S. 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 the Ed.S. Degree completes the exit survey at the end of their program. 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 all 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 instrument is developed 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. Analysis of the data by faculty will indicate the standards that should be emphasized more fully in future courses and activities.

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

The data from our first group of students shows a high-level of competency across courses, in the application of ELCC Standards in the practicum, and in the final decision point, the defense of the problem of practice, its solution, and the artifacts included in the portfolio.

However, it was noted that our students were not actively engaged in assessing their own performance. To this end, we have developed a mechanism so that students can at four points in their program assess their learning needs relative to having familiarity with the ELCC Standards and their application. The first point of self-assessment occurs at the beginning of the Practicum, EDAP 8800, the second at the conclusion of the first hour of the practicum, the third at the beginning of the second semester of the practicum, and then fourth at the conclusion of the second part of the practicum. The following self-assessment will be used beginning in fall 2005.

EDAP 8800 Student Self-Assessment ELCC Standards

Directions: This self-assessment spans the Practicum, EDAP 8800, beginning the first hour and into the end of the second half of the Practicum. Please review the statements and record your familiarity and comfort with the 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 District Leadership	Start of Practicum		End of Practicum		L
		Yes	No	Yes	No	
1.1 Develop a Vision	a. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students. b. Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context. c. Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in a district. d. Candidates demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.					
1.2 Articulate a Vision	a. Candidates demonstrate the ability to articulate the components of this vision for a district 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					

	<p>focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.</p> <p>c. Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.</p>					
1.3 Implement a Vision	<p>a. Candidates demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district's vision.</p> <p>b. Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.</p>					
1.4 Steward a Vision	<p>a. Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.</p> <p>b. Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.</p>					
1.5 Promote Community Involvement in the Vision	<p>a. Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.</p>					

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 District Leadership	Start of Practicum		End of Practicum		L
		Yes	No	Yes	No	
2.1 Promote Positive School	a. Candidates develop a sustained approach to improve and maintain a					

Culture	positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.				
2.2 Provide Effective Instructional Program	<p>a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.</p> <p>b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.</p> <p>c. Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.</p> <p>d. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.</p>				
2.3 Apply Best Practice to Student Learning	<p>a. Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational</p> <p>b. Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.</p> <p>c. Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.</p> <p>d. Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.</p>				
2.4 Design Comprehensive Professional Growth Plans	a. Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques				

	<p>that promote new knowledge and skills in the workplace.</p> <p>b. Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.</p> <p>c. Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices.</p>				
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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 District Leadership	<u>Start of Practicum</u> Yes	No	<u>End of Practicum</u> Yes	No	L
3.1 Manages the Organization	<p>a. Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.</p> <p>b. Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.</p> <p>c. Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.</p> <p>d. Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.</p> <p>e. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.</p>					
3.2 Manage Operations	<p>a. Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize</p>					

	<p>ownership and accountability.</p> <p>b. Candidates can use 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 district vision.</p> <p>c. Candidates develop staff communication plans for integrating district's schools and divisions.</p> <p>d. Candidates develop a plan to promote and support community collaboration among district personnel</p>					
3.3 Manage Resources	<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 that focuses on teaching and learning.</p> <p>b. Candidates creatively seek new resources to facilitate learning.</p> <p>c. Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.</p> <p>d. Candidates apply and assess current technologies for 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.

Elements	Meets Standards for School District Leadership	Start of Practicum		End of Practicum		Li
		Yes	No	Yes	No	
4.1 Collaborate with Families and Other Community Members	<p>a. Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.</p> <p>b. Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community</p>					

	<p>members and community organizations to have a positive affect on student learning.</p> <p>c. Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.</p> <p>d. Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.</p> <p>e. Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district decision- making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community.</p> <p>f. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.</p> <p>g. Candidates demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.</p> <p>h. Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.</p>				
<p>4.2 Respond to Community Interests and Needs</p>	<p>a. Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.</p> <p>b. Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community.</p> <p>c. Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.</p> <p>d. Candidates demonstrate the ability to effectively and appropriately assess,</p>				

	research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement. e. Candidates demonstrate the ability to advocate for students with special and exceptional needs.					
4.3 Mobilize Community Resources	a. Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals. b. Candidates demonstrate how to use district resources to the community to solve issues of joint concern. 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.					

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

Standard 5.0 Narrative Explanation: This standard addresses the educational leader's role as the "first citizen" of the school/district community. Educational leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader's contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using

their position ethically and constructively on behalf of the school/district community. Educational leaders must act as advocates for all children, including those with special needs who may be underserved.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to develop a code of ethics using personal platforms, professional leadership association examples, and a variety of additional source documents focusing on ethics. Candidates are required to conduct a self-analysis of a transcript of a speech delivered to a community organization and look for examples of integrity, fairness, and ethical behavior. Additional activities can be found beginning on page 25 of the *Instructions to Implement Standards for Advanced Programs in Educational Leadership* document.

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 District Leadership	Start of Practicum		End of Practicum		Li
		Yes	No	Yes	No	
6.1 Understand the Larger Context	a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations. b. Candidates demonstrate an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. c. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. d. Candidates can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district. e. Candidates demonstrate the ability to work with political leaders at the local, state, and national level. f. Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents. g. Candidates espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.					
6.2	a. Candidates demonstrate the ability					

<p>Respond to the Larger Context</p>	<p>to engage students, parents, members of the school board, and other community members 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 benefit their district and its students.</p> <p>c. Candidates demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.</p>					
<p>6.3 Influence the Larger Context</p>	<p>a. Candidates demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.</p> <p>b. Candidates demonstrate the ability to 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>					

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

Elements	Meets Standards for School District Leadership	Start of Practicum	No	End of Practicum	No	I
		Yes		Yes		
7.1 Substantial	<p>a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by district leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, school board members, students, parents, and school and community leaders.</p> <p>b. Each candidate should have a minimum of six-months (or equivalent, see note below) of full-time internship experience.</p>					
7.2 Sustained	<p>a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of skills and knowledge on a full-time basis.</p>					
7.3 Standards-based	<p>a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs.</p>					
7.4 Real Settings	<p>a. Candidates' experiences occur in multiple district administrator settings and allow for the demonstration of relevant knowledge and skills. Candidates' experiences include work with appropriate community organizations, parent groups, and school boards.</p>					
7.5 Planned and Guided Cooperatively	<p>a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. The three individuals work together to meet candidate and program needs. Mentors are provided training to</p>					

	guide the candidate during the intern experience.					
7.6 Credit	Candidates earn graduate credit for their intern experience.					

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 8800) 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 a problem of practice and its possible solution to a panel of three faculty members. The oral exam is a three-part process and includes: 1) the written problems of practice and its possible solution, 2) the oral presentation, and 3) the artifacts used to support the solution to the problem of practice.
4. Data from the assessment of student performance in the Practicum, EDAP 8800 by practicing administrators are examined.
5. Data from students' self-assessments are examined to identify trends in student familiarity with ELCC Standards as they enter and move throughout EDAP 8800.
6. Data from the graduate survey are examined [this is under construction]
7. 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 changing the entry point of students into the Practicum. The faculty believed that students needed to complete all core courses before entering the practicum.

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