

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

Educational Leadership Constituent Council (ELCC)

COVER SHEET

1. Institution Name

The University of Memphis

2. State

Tennessee

3. Date submitted

MM DD YYYY

09 / 16 / 2007

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

Masters of Science in School Administration and Supervision

7. NCATE Category

Educational Leadership-Principal

8. Grade levels⁽¹⁾ for which candidates are being prepared

p-12

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

9. Program Type

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

10. Degree or award level

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

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

- Yes
- No

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

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

Administrator/Supervisor PreK-12

14. Program report status:

- Initial Review
- Response to a Not Recognized Decision
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and

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

Yes

No

SECTION I - CONTEXT

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

The School Administration and Supervision Program (SAS) at The University of Memphis is a 36 semester hour program that leads to a Master of Science (MS) degree with a concentration in School Administration and Supervision. This program is part of the Department of Leadership which awards degrees in Leadership and Policy studies. Graduates of the program meeting the requirements for administrator licensing set by the state of Tennessee are recommended to the State Department for initial (3 year) licensing as a K-12 administrator. The program delivery model is both classroom and field based with a required one semester long internship. The program utilizes an external cohort model as well as the traditional on campus class format.

The integrated and diagnostic based curriculum incorporates (1) the Interstate School Leaders Licensure Consortium (ISLLC), Educational Leadership Constituent Council (ELCC), Tennessee Licensure Standards, and the 13 Critical Success Factors (CSF) for school leaders of the Southeastern Regional Education Board (SREB).

The School Administration and Supervision Program is approved for licensure by the Tennessee Department of Education. The program is aligned with the College of Education (COE) Conceptual Framework and is constructed upon three curriculum anchors: teaching and learning, organizational effectiveness, and school and community. Instruction and assessment are performance-based and emphasize the development of knowledge, skills, and dispositions (attitudes, beliefs and values) necessary for effective school leadership.

The faculty team facilitates multiple learning opportunities that are significantly based on a comprehensive researched knowledge and skill base developed by the National Policy Board for Educational Administration. Candidates enter the program and master a “core” set of courses providing a theory and content base upon which to base subsequent professional knowledge and skill acquisition necessary for successful school leadership. Leadership is a focal skill of the second part of the program that includes an individualized diagnosis of leadership strengths and weaknesses. Each student develops a personal professional development plan to be met through coursework, field experiences, and the internship. This professional development plan is part of a comprehensive portfolio developed throughout the program (including internship) and validated in a capstone course.

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

Given the nature of ELCC and Tennessee Licensure Standards, feedback from previous mentors and graduates, and research on clinical experiences as an authentic learning mode, the internship evolved into an array of substantial leadership activities expected of future administrators in the classroom and in school settings. The clinical is also based on the National Council of Professors of Educational Administration (NCPEA) domains of knowledge and skills for effective school leadership which are embedded in ELCC and Tennessee Licensure Standards. The preparation program for school leaders

focuses on the development of applicable knowledge and skills that educational leaders must possess for successful school improvement.

The internship consists of an array of classroom field-based activities (50 hours) sequenced throughout the program and a semester long supervised clinical experience of 120 hours. This clinical experience takes place in two educational settings and is combined with campus seminars involving discussions and presentations around the application of ELCC and Tennessee Licensure Standards. The field-based component involves students in activities that supplement classroom acquisition of knowledge and skills. Field-based activities and clinical experience are shown in Table 1.

See Attachment: Sec. 1-Quest. 2-Field Experience Table I

The internship occurs after the majority of coursework in the Program of Study has been completed successfully. Before the internship is initiated, the college supervisor ensures that there are appropriate educational sites (80% in one location and 20% in the other) and site supervisors who will afford a rich, meaningful experience for the candidate. The university supervisor, candidate, and site supervisors meet to review the major responsibilities of each party and to determine collaboratively the variety and range of internship tasks to be performed and assessed. One activity for each standard must deal with diversity. Candidates can select from a total of sixty suggested activities. A partial list of activities is presented in Table 2.

See Attachment: Sec. 1-Quest. 2-Field Experience Table 2

The clinical component involves students with professional work experiences that provide opportunities to learn how academic knowledge and skills can be applied in educational settings. Under the direction of an experienced building administrator and a university professor, candidates explore the essential elements of successful school administration in early childhood/elementary and middle level/high schools. The clinical experience is designed to facilitate an advanced level of competence of ELCC and Tennessee Licensure Standards. During the clinical experience, candidates produce an Artifact Portfolio. This Portfolio has the following five sections: (See Table 3)

See Attachment: Sec. 1-Quest. 2-Field Experience Table 3

The candidate's Artifact Portfolio is assessed at multiple intervals during the clinical experience by the university professor, the student's mentor, and the student. Formal assessments take place at the mid-point of the semester and at the end of the internship.

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

Admission to the Master's Degree program in School Administration and Supervision is a two step process. The First Step is application and admission to the Graduate School. The Second Step is admission to the School Administration and Supervision program in the Department of Leadership.

The applicant must be admitted to The University of Memphis Graduate School before the Department of Leadership can consider the student for admission to the Master's program in School Administration and Supervision.

Step 1: Admission to the Graduate School

The Graduate School requires the applicant to submit:

- An on-line application form
- Results of the Graduate Record Examination (GRE)

- Official transcripts from colleges attended
- An acceptable Grade Point Average
- An application fee

Step 2: Admission to the SAS Program and Masters Degree

When the Department of Leadership receives notification from the Graduate School that the student has been admitted, a letter will notify the student what materials and time lines need to be met for admission to the School Administration and Supervision Program.

Required Materials-Portfolio

All applicants are required to develop a personal portfolio that will be reviewed by the School Administration and Supervision Faculty Admissions Committee. Applicants should carefully consider materials they place in their portfolio. Required materials are:

- Current Resume
- A Personal Goals Statement
- Transcripts
- Teaching and Other Professional Licenses
- Three letters of professional recommendation
- Supporting Documents (awards, publications, professional activities)

Interview

Each applicant will be interviewed for a period of 30 to 45 minutes by a faculty committee. The same set of professional questions will be asked of each applicant. These questions focus on (1) personal goals, (2) leadership, (3) communication, (4) instruction, and (5) professional practices.

Writing Sample

Each applicant will be required to write a response (via computer keyboard) to a general question in the field of educational leadership. This writing sample will last between 30 and 60 minutes and will normally follow the interview.

How Admissions Decisions are Made

Each applicant will have an Admissions Committee consisting of School Administration and Supervision Faculty and members of the education community, when possible; the Admission Committee faculty will review all of the materials and scores submitted along with the interview outcome and make a decision based on a holistic profile of the applicant. There are no absolute cut scores.

See Attachment: Sec. 1-Quest. 3-Retention-Exit Table

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

Preparing Educational Leaders

The conceptual framework of The University of Memphis College of Education consists of its vision for preparing educational leaders, its mission to pursue engaged scholarship, its philosophical commitments and principles, and its high expectations for candidate performance.

Vision:

The vision of the College of Education is to be a leader in the preparation of urban professionals. The mission of the College of Education is to provide high-quality undergraduate and graduate instruction for urban students, to conduct meaningful research designed to illuminate and solve problems, and to use our expertise to serve our community. The theoretical model uniting all of these activities is engaged scholarship.

Commitments:

Commitment to Effective Practice
Commitment to Diverse Communities
Commitment to Leadership

Principles:

Social Justice
Integrity
Excellence
Respect
Accountability
Continuous Learning

High Expectation for Candidate Performance:

Content Knowledge and Skills
Knowledge of the Learner
Pedagogy and Instruction
Assessment and Responsive Practice
Management of Classrooms and Individuals
Personal and Professional Growth and Development

Commitments

All initial and advanced programs for the preparation of teachers and other school personnel are guided by these three fundamental commitments. Commitment to Effective Practice: The School Administration and Supervision faculty are committed to preparing candidates with the knowledge, skills, and dispositions necessary to begin practice as competent professionals who meet and exceed the requirements for successful work in their chosen fields. Commitment to Diverse Communities: We are committed to preparing effective professionals who understand and value diversity, and who act fairly, ethically, and with integrity in all relationships. Commitment to Leadership: We are committed to the notion of leaders as problem-solvers who embrace change through active engagement with multiple professional and non-professional communities. The Commitments and Principles of the COE's Conceptual Framework are linked multiple times in multiple syllabi, and text books are chosen which focus on preparing educational leaders with these kinds of core values.

Outcomes for Professional Educators

These three commitments are expressed in these six College of Education Outcomes for Professional Educators: Content Knowledge and Skills, Knowledge of the Learner, Pedagogy and Instruction, Assessment and Responsive Practice, Management of Classrooms and Individuals, and Personal and Professional Growth and Development. Alignment between these outcome standards and ELCC standards are demonstrated in the table below.

See Attachment: Sec. 1-Quest. 4-Conceptual Framework Table

In each of the SAS Program syllabi, the fourth section is entitled Support of the COE Conceptual

Framework; it is in this section that each course is aligned directly to the College's Conceptual Framework.

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

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system⁽³⁾. (Response limited to 4,000 characters)

The College of Education Assessment System (COEAS) is consistent with the college conceptual framework and provides a structure for all college program assessments. The Leadership Program utilizes multiple assessments that are a part of the College of Education's assessment plan and are unique to the program. COEAS identifies four transition points for advanced programs: 1) admission to the School Administration and Supervision Program/admission to a graduate program, 2) admission to capstone internship or course, 3) completion of capstone internship or course and graduation, and 4) follow-up during professional practice. COEAS is designed so that all programs include a combination of six to eight college-level and program specific key assessments. Thus, The University of Memphis School Administration and Supervision Program assessment system includes both college-wide assessments and key assessments that are unique to the SAS program.

All individuals seeking admission into the Leadership program participate in a series of assessment activities. Before they are considered for admission to the SAS Program, they must be admitted to Graduate School. Decisions about admission to the SAS Program are made by an admission committee after consideration of the following: scores on the Graduate Record Examination, undergraduate GPA, a portfolio evidencing leadership experience, a writing sample, and a personal interview. Once individuals enter the program, they are assigned a professor who serves as a Program Mentor assisting them in completing a Program of Studies and counseling them through the program.

The second transition point for candidates in the School Administration and Supervision Program is admission to the internship. In the program phase between the first and second transition points, SAS candidates complete five Key Assessments that are unique to the School Administration and Supervision Program, including 1. a leadership dimension essay and problem-based scenario, 2, a curriculum alignment and clinical supervision project, 3. a collaborative research initiative for school improvement, and 4. a school community relations analysis.

The third transition point for candidates in the School Administration and Supervision Program is completion of the written comprehensive examination and graduation. During the capstone course, the program phase leading up to the third transition point, program candidates develop a portfolio consisting of two artifacts that demonstrate mastery of each ELCC Standard, one evidencing acquired field experience and one evidencing classroom content knowledge. These artifacts are presented in a Portfolio, which is assessed using a rubric aligned directly with the ELCC standards, the TN Licensure Standards, and the college conceptual framework outcomes. These activities take place during the final semester of the program. Upon successfully defending the portfolio, the candidate is granted approval to take a comprehensive examination over all Program Standards. The comprehensive examination is graded by three professors using a rubric scale. The cumulative grade awarded by the three professors determines whether or not the candidate successfully completes the program with a recommendation for a Tennessee School Leadership Licensure.

The fourth and final transition point for School Administration and Supervision candidates occurs a year after program completion and is assessed using a college-level follow-up survey aligned with INTASC standards, ELCC standards, the Tennessee Framework for Evaluation and Professional Growth, and the

college conceptual framework outcomes.

In sum, School Administration and Supervision candidates are assessed over time at four transition points, using multiple sources of internal and external evidence, and different types of assessments.

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

6. Attach the following contextual information:

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

LDPS Program Course of Study

See **Attachments** panel below.

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

Sect. 1-Quest. 2-Field Experience Table 1	Sect. 1-Quest. 2-Field Experience Table 2
Sect. 1-Quest. 2-Field Experience Table 3	Sect. 1-Quest. 3-Retention-Exit Table
Sect. 1-Quest. 4-Conceptual Framework Table	

See **Attachments** panel below.

8. Candidate Information

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

Program: Masters of Science in School Administration and Supervision		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2006-2007	19	18
2005-2006	47	26
2004-2005	59	14

Program: Administrator/Supervisor PreK-12 Licensure Only		
	# of Candidates	# of Program

Academic Year	Enrolled in the Program	Completers ⁽⁴⁾
2006-2007		35
2005-2006		24
2004-2005		10

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

9. Faculty Information

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

Faculty Member Name	Reginald Leon Green
Highest Degree, Field, & University ⁽⁵⁾	Ed. D. in Educational Administration, University of Missouri-Columbia
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty and Director of the Center for Urban School Leadership
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Green, Reginald Leon. (2008). Practicing the Art of Leadership: A Problem-based Approach To Implementing The ISLLC Standards (3rd Ed.). Columbus, Ohio: Merrill Prentice Hall (Contracted). Developed in 2007 the Department of Leadership Pending Comprehensive Plan for The University of Memphis and Fayette County Schools Southern Region Education Board Curriculum Redesign Program
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Instructor, Lincoln Junior High School Memphis City Schools, 1962-1968 Instructor, Adult Education Memphis City Schools, 1966-1968 Administrative Intern, Central Office, Memphis City Schools, 1968-1969 Assistant Principal, Manassas High School, Memphis City Schools, 1969-1970 Principal Locke Elementary School, Memphis City Schools, 1970-1973 Principal, Lincoln Junior High School, Memphis City Schools, 1974-1976; Supervisor, Title I Program Curriculum & Instruction, Memphis, 1977-78

Faculty Member Name	Thomas E. Glass
Highest Degree, Field, & University ⁽⁵⁾	Ed. D. in Educational Sociology Wayne State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Member, Shelby County and Memphis School Facilities Need Assessment Committee Chair, College of Education, Tenure and Promotion Committee Glass, T.E. (2007). The State of the American School Superintendency. Rowman-Littlefield. Glass, T.E. (2005). The Superintendent as CEO. Corwin Press. Glass, T.E. (2004). The History of Educational Administration As Viewed Through Its Textbooks. Rowman and Littlefield.
Teaching or other professional experience in P-	Supervisor of Clinical Interns in elementary, middle and secondary schools Licensure: Superintendent – State of Illinois

12 schools ⁽¹¹⁾	
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Faculty Member Name	Linda H. Wesson
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. in Educational Administration and Supervision, University of Mississippi
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Herbers, S., Byrd-Blake, M, &Wesson, L., Expanding the Conversation: Technology and Issues of Social Justice, National Association for Multicultural Education, 2005. Franceschini III, L, Wesson, L, & Herbers, S. Tolerance for Ambiguity and 'The Passions of Pluralism, Mid-South Educational Research Association, 2004. Byrd-Blake, M. & Wesson, L. (October 2005). Strategies for moving to positions of advocacy in higher education. Journal of Women in Educational Leadership 3(4). Assessment Chair
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Center for Urban School Leadership's Fourth Annual Leadership Conference: Memphis, TN. 2007 Presentation Freedom Schools of the 60s: What Can They Teach Us about Excellence in Today's Urban Schools Supervisory of Interns in area schools AR Administrator's License; AR and Texas Teaching Certificate

Faculty Member Name	Lisa Horton
Highest Degree, Field, & University ⁽⁵⁾	Ph. D in Educational Administration, University of Wisconsin-Madison
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Publication in Frederick Patterson Institute Book Publication in Journal of Hispanic Higher Education Editorial Board – Journal of Educational Foundations. Presenter. (November 2006). Sanders-Lawson, R. and Horton, L. There is More to Come: Mentoring and the African-American Woman Educational Leader. A symposium at the University Council for Educational Administration Convention, San Antonio, Texas.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Internship Supervisor-District Office (Jackson State University)

Faculty Member Name	E. Renee Sanders-Lawson
Highest Degree, Field, & University ⁽⁵⁾	Ph. D. in Educational Administration Michigan State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assisstant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Chair (April 2007). Principals and Teachers: Recruitment, Hiring and Mentoring. A symposium presentation at the American Educational Research Dispositions: A Critical Dimension of Professional Preparation. Childhood Education: Infancy

Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Through Early Association Annual Meeting, Chicago, Illinois. Sanders-Lawson, R. & Horton, L., There is More to Come: Mentoring and the African-American Woman Educational Leader. A symposium at the UCEA, 2006.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	School Counselor (Elementary, Middle, High School), 1984-1989 Assistant Principal (Middle, High School), 1989-1992 Principal (Middle School), 1992-1996 Human Resources Director (District Level; Responsible for Middle/High School Personnel), 1996-1997

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(6) e.g., faculty, clinical supervisor, department chair, administrator

(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

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

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

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II Exam - 11010	School Leaders Licensure Assessment	End of Last Semester of the Program
Assessment #2: Assessment of content knowledge in educational leadership (required)	Dimension Essay and Problem-Based Scenario	Case Study	Module I – LDPS 7110-Leadership Exploration Seminar-Beginning of the Program
Assessment #3: Assessment of ability to develop supervisory plan for classroom-based instruction (required)	Curriculum Alignment and Clinical Supervision Project	Project	Module II – LDPS 7120 Supervisory Process-1st Year-Spring of the Program
Assessment #4: Assessment of internship/clinical	Intern Summative Evaluation	Supervisors Evaluation of Intern's	Module V – LEAD 7210 Field Experiences-End of

practice (required)		Performance	the Program
Assessment #5: Assessment of ability to support student learning and development (required)	Principal (Program Completer) Survey	Survey/Questionnaire	Spring Semester each year (April)
Assessment #6: Content-based assessment-application of content(required)	Collaborative Research Initiative for School Improvement	School Improvement Plan	Module II – LDPS 7140 Participatory Governance and Change-1st Year-Spring of the Program
Assessment #7: Assessment of abilities in organizational management and community relations (optional)	School Community Relations Analysis	Project	Module III – LEAD 7100 Education and Community-Middle of the Program
Assessment #8: Additional assessment that addresses ELCC standards (optional)	Portfolio	Portfolio Tasks	Module VI – LEAD 7070 Culminating Experience-Last Semester of the Program

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

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

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

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

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

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

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

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

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

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

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

6. Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

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

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

cooperatively by the institution and school district personnel for graduate credit.

#1 #2 #3 #4 #5 #6 #7 #8

7.3 Candidates apply skills and knowledge articulated in the first six ELCC standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs.

6	6	6	6	6	6	6	6
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SECTION IV - EVIDENCE FOR MEETING STANDARDS

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

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

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

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

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

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

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

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

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

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

Praxis II-11010

See **Attachments** panel below.

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

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

Dimension Essay and Problem-Based Scenario

See **Attachments** panel below.

(15) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

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

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

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

Curriculum Alignment and Clinical Supervision Project

See **Attachments** panel below.

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

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

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

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

One-page Description of ELCC Standards 7.1., 7.2, 7.4, 7.5, 7.6	Intern Summative Evaluation
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See **Attachments** panel below.

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

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

Principal Survey

See **Attachments** panel below.

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

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

Collaborative Research Initiative for School Improvement

See **Attachments** panel below.

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

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

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

School Community Relations Analysis

See **Attachments** panel below.

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

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

Portfolio

See **Attachments** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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

(Response limited to 12,000 characters)

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

Overview

The College of Education Assessment System (COEAS) structures review of assessment data by each program to insure systematic use of assessment results to improve candidate and program performance. The School Administration and Supervision Program has an Assessment Committee and a Community Advisory Council. Both groups collaborate with the SAS faculty to review the data collected each year, to make necessary suggestions for needed program changes, and to evaluate the program and college assessment systems. To monitor the system, each program submits an Annual Program Report to the Department Chair, College of Education's Director of Assessment, Dean's office, and the College of Education Teacher Education Advisory Council.

C.1—Candidates' knowledge of content

CONTENT KNOWLEDGE

Principal Findings

In regards to ELCC Standards 1.1-1.4, 2.3, 3.2, 4.1, .4, 2, 6.1, (Assessments #1, #2, and #6), our candidates performed at the acceptable/optimal levels on all but three standards (1.3, 4.1 and 4.2). The results of the three Assessments are as follows: data from Assessment #1 – Praxis II-11010 show that through the academic school years of 2004-2005, 2005-2006, and 2006-2007, twenty-six (26) candidates passed the School Leaders Licensure Assessment (SLLA). Data from Assessment #2 indicate that 100% of the candidates performed at the "optimal" level. Data from Assessment #6 indicate that 77% to 86% of the candidates performed at the target level of acceptable/optimal. Data from Assessment #6 indicate

that 11% of the candidates performed at the “unacceptable” level on standard 1.3 - Implement a school vision of learning; 22% of the candidates performed at the “unacceptable” level on standard 4.1 - Collaborate with families and other community members, and 22% of the candidates performed at the “unacceptable” level on standard 4.2 - Respond to community interests and needs.

Faculty Interpretation

The faculty sees a need for more data to better inform our program improvement efforts. Assessment #1 – Praxis II scores do not give enough information; Assessment # 2 – Dimension Essay did not produce the data that was expected; Assessment #6 – Collaborative Research Initiative for School Improvement, needs to be aligned with Assessment #2 and perhaps focus on fewer standards. The rubric for Assessment 6 may be too vague

Changes

The faculty decided to require our candidates to submit their individual SLLA score reports to the Department Chair so that program specific data can be maintained both on the overall scores but also disaggregated by the four major sections of the SLLA. In an effort to better align the curriculum, the faculty decided that in Assessment #6, the assignments and assessments for standards 4.1 and 4.2 need to be strengthened and other parts of the assignments and assessments might need to be removed. The faculty decided to give candidates more experiences and gather more data for standards 4.1 and 4.2 by adding another component, The Problem-Based Scenario, to Assessment #2.

Steps Taken to Improve Candidate Performance

The ability to use the COEAS data base to track candidates longitudinally provides additional data that can be used for mentoring candidates for success in the program. Faculty decided that this kind of data needs to be used when faculty are mentoring their advisees and other candidates in the program. The SAS faculty members plan to pursue immediately the possibility of tracking individual candidates in the database and use that data during the advisee/mentoring process.

Steps Taken to Improve Program

As part of the process of redesigning the program, the faculty has decided to spend time outside of the regular SAS meeting to collaboratively refine and re-define our curriculum alignment. Section IV of the Program Report helped the faculty to recognize the importance of the congruency of the assessment’s “instructions to the candidate” and the expectations set forth in the rubrics. With this kind of congruence as a benchmark, the faculty decided to reassess and refine all of the assessments of program. The Department’s Assessment Council was charged with monitoring this task.

C.2 Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Principal Findings

In regards to ELCC Standards 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3. (Assessments #3, #4 and #7), our candidates scored well. Data from three semesters show that in Assessment #3 – Curriculum Alignment and Clinical Supervision Project, 100 % of the candidates scored at the “acceptable” or “optimal” levels in both semesters. Data from Assessment #4 – Intern Summative Evaluation show that 100% of the candidates in the School Administration and Supervision Program performed at the acceptable/optimal levels. Data from Assessment #7 – School and Community Relations Analysis, which was only administered one semester, show that 100% of the candidates scored at the acceptable/optimal levels.

The candidates’ scores on Assessment #8 – Portfolio over two semesters show that 75% of the

candidates performed at the “optimal” level, 18% of the candidates performed at the “acceptable” level, and 6% (1 out of a total of 16 candidates) of the candidates performed at the “unacceptable” level.

Faculty Interpretation

Our faculty attributes these data findings to the strong SAS Program which has a history of connecting theory to practice and allowing/encouraging candidates to develop projects that are field-based. The three assessments (Assessments #3, - Curriculum Alignment and Clinical Supervision Project, #4 – Intern Summative Evaluation, and #7 – School Relations Analysis) have strong field-based components, and the data collected show that candidates were able to successfully connect their learning to these field-based experiences. A matrix of the data also shows that the standards measured by Assessments #3, #4, #7 are closely aligned.

Changes

To strengthen the field component of the classroom experience, the faculty decided that all of the SAS syllabi will state the nature of the course’s required field work, the number of hours that are required for the field work, and documentation process for the field work. The second change the faculty agreed on is the review of the key assessments for alignment. Even though that process has taken place, alignment of Content Knowledge .(Assessments #1, #2, and #6), and Pedagogical Knowledge, Skills, and Dispositions (Assessments #3, #4 and #7) need more realignment within the two categories.

Steps Taken to Improve Candidate Performance

Faculty decided to continue their work on the development of rubrics that demonstrate the student’s mastery of the standards. We realize that the rubrics add more clarity for the candidate and see the need to continue to refine the rubrics in the program curriculum. The faculty also decided to better align the curriculum so that there is more confidence in the data that is recorded and candidates have more opportunities to build on their acquired knowledge.

Steps Taken to Improve Program

The documentation of field work done during the course work and the inclusion of a stronger field component in all of the courses will strengthened the program. The faculty agrees that there is an urgent need to include activities that help our candidates become more aware of and actively responsive to diversity (e.g., academic, racial, intra-racial, economic, physical). Faculty also expressed a need to include more content in the syllabi on understanding students in crisis; i.e., dealing with students who have experienced personal trauma, gang violence, and family trauma.

C.3 Candidates’ effects on P-12 student learning

STUDENT LEARNING

Principal findings

Data from the Completers (Principal) Survey indicate that overall, with the exception of standards 4.3, 2.2, 6.1, and 6.3, candidates perceive that the preparation they received in the SAS Program is in the target level of optimal/acceptable. Almost half of the 196 responses (48.5%, n = 95) were designated as Acceptable, and 33.7% (n = 66) were designated as Optimal; 17.3 % (n = 35) were designated as Unacceptable.

Means for items range from 2.82 (on a 4-0 point scale) to 3.64; the summative mean is 3.19.

Strengths of the respondents lie in item 4 (involve teachers in decision making - Standard 3.3); item 9 (serve as an instructional leader - Standard 2.2), and item 7 (establish a culture of high expectations for staff and student performance - Standard 2.2). Weaknesses lie in item 12 (make decisions regarding human, material, and financial resources - Standard 3.3), item 14 (monitoring changes in local, state, and

federal laws and regulations governing schools - Standard 6.2); and item 17 (exercising political and social influence to benefit your school - Standard 6.3).

Items 12 (Standard 3.3), 13 (Standard 4.3), and 17 (Standard 6.3) had the most negative responses (4)

Faculty Interpretation

Respondents scored higher on those standards that directly impact student learning. The ranking of the standards by means demonstrates that the standards with the highest means target student achievement and that those standards that fall into the unacceptable category address knowledge, skills, and dispositions concerning fiscal responsibilities and the ability to deal with the larger community.

The findings in the open-ended responses are consistent with the item analysis. Respondents report the strengths of the program to be realistic, hands-on experiences, which provided a better understanding of how to accomplish specific tasks and the weaknesses of the program as the need for more training in crisis management, in developing positive collaborative relationships with external positive and negative forces, and in awareness of financial policies (statewide).

Changes

The faculty has decided to continue a redesign of the SAS Program. The faculty will develop syllabi that have more alignment with each other as well as with the standards. This collaborative effort will involve more team effort so that the syllabi have a real scope and sequence aligned to the development of knowledge, skills and dispositions of the ELCC/TN Licensure Standards. The faculty is committed to more involvement with the stakeholders in this redesign. The Advisory Council, which has new members, will meet regularly to help with this effort. Assessment #5, the Completers (Principal) Survey, will be administered annually with a follow-up conference that addresses the data collected through the survey as well as data from COEAS; i.e., all of the key assessment data. In this redesign, attention will be given to activities/experiences that impact candidates' performances on Standard 3.3, Standard 4.3, Standard 6.2, and Standard 6.3.

Steps Taken to Improve Candidate Performance

The program redesign, which includes curriculum alignment and the development of rubrics closely aligned with the class activities, will be done with the intention of improving candidate performance. Increasing the feedback from the stakeholders, including the candidates, gives the faculty more opportunities to understand and address the needs of the candidates so that candidate performance can be improved. Additional activities and more aligned activities congruent with the content of standards 3.3, 4.3, 6.2, and 6.3 will be implemented.

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

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

THANK YOU

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