

Ed.S. in Educational Leadership 2016-2017

Program Goal

To graduate educational leaders with the knowledge, skills, ethics, and motivation to:

1. transform educational organizations;
2. facilitate student success; and,
3. respond affirmatively to the increasing expectations of their various communities in a technological society and a global environment.

Student Learning Outcomes Students will exhibit the research based knowledge that promotes effective and impactful educational leadership based on the Educational Leadership Constituent Council (ELCC) school district-level leadership preparation standards:

ELCC Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

ELCC Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

ELCC Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

ELCC Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

ELCC Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

ELCC Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

Assessment of Student Learning Outcomes

Timeline. Assessment of learning outcomes for the 2016-2017 academic year was culminating in nature as the School Superintendent Assessment (SSA) results from those students graduating during that academic year were used as well as the qualitative data from an exit focus group interview conducted by the Office of Teacher Education.

Therefore, the desired level of student achievement is all candidates will either meet or exceed the standard as measured by the following:

- Exit interviews
- Assessment scores from the School Superintendent Assessment (SSA)

Assessment Report 2016-2017

School Superintendent Assessment (SSA)

The SSA assesses students on their knowledge of the Educational Leadership Constituent Council (ELCC) school district-level leadership preparation standards. Of those candidates who had taken the SSA at the time of this report (during the 2016-2017 academic year), the **average score was 172.50** with 160 being the established passing score. The lowest score recorded was 168 and the highest score recorded was 177.

There were only two students who took the SSA during the 2016-2017 academic year. Their results appear in the table below:

last name	first name	gender	ethnicity	program	Praxis	licensure	score
Fielding	Daniel	m	w	EDLE	6021	District Level	168
Scott	Anna	f	w	EDLE	6021	District Level	177

End of Program Focus Group

The focus group was voluntary and done through Blackboard's Collaborate application. Only five students from the combined M.Ed. and Ed.S. programs participated. The transcripts had no student identifiers; therefore, there was not real way to determine which program was represented (M.Ed. or Ed.S.) unless the participant identified the program in their response. The following are excerpts of the results of the focus group discussion:

Courses

"Yes, there's some courses I have not enjoyed. Honestly, Educational Research was the only class I got a B in. I didn't really get into that class. But even with the ones that I didn't really enjoy, they've all given me little pieces to go into this giant puzzle for being an administrator. So as much as I would like to be able to pinpoint one class that I just didn't think was effective, or didn't really meet my needs ultimately, each one has actually given me a little piece to help me fill out all of these requirements for one, for the degree, and to make me hopefully a better administrator."

"There was a lot of doubling of material in that class. I did feel like it was just a repeat of Analytical Decision Making, and O and A seemed to have a lot of overlap, so it got a little long."

"I'm in special ed law right now, and the course is great, but we only meet four times in the semester online, and that's been a little bit of a struggle. I feel like it would have been better, I hate to say it, but I think it would have been better to have the weekly class meetings instead of just four times a semester. I think it would have been more productive."

"I'm going to say that I don't know that technology was anything that I was taught very well in this class. I think a lot of the technology that I've learned has been just on my own."

"The only thing else that I'd like to add is that the classes they offer for the summers for School Finance, that was the hardest thing that we could have done. We rushed through that, and we did not, or let me say, I did not really benefit the full aspect that I should have from that class, because it was in five weeks, and it was rush, rush, rush, rush, rush, rush, and that wasn't fair to XXXXX, but let me just say, I appreciate the fact that he did that, and offered it for us so that we would graduate on time. So kudos to XXXXX anyway, but that class should have never been a summer class."

Internship

“I actually feel like the internship itself was a big part of helping everything. It kind of brought everything together, but as far as an actual class, more than anything, the internship because you're working with those mentors, those principals that actually help guide you.”

“I agree with XXXXXX. It put all the pieces, the internship put all the pieces together, from all the classes. It's interesting because a lot of the people I work with out here, their internship is a hundred to two hundred hours, and I'm in Florida, but the average is running anywhere from a hundred to two hundred hours, and I personally was in the neighborhood of three hundred, and that's just for stuff that I logged. At some point, you don't have time to log everything because my mentor pulled me in, the two mentors that I used, and then I ended up collecting other mentors ... it was fun. But I think that was the biggest part.”

“I don't want to be a naysayer, but I, and I think that it's because I'm not in a school site consistently, but internship has been really not as beneficial for me. It feels like I'm doing kind of ... I feel disconnected, and I think it's because of my position. I'm in twenty-seven schools, and I have two mentors, but I can't be with them all the time, I talk with them, when I get my hours, they've okayed me doing hours in other places, and so I feel like it hasn't all come together for me in the same way.”

“I think that what's really nice is that they do require you to do primary or secondary in a primary school. That has been really helpful for me as far as being prepared to move into the role as Assistant Principal, Principal.”

“I think it really comes back to my internship, when we actually had one of the assignments where we had to go and interview community leaders, and I think that really got us back in the community and I live in a rural area, so it really got me back into the community and talking with people, and getting ideas from them that I could bring back. And of course, there's a course of all of our discussions through collaborating with everybody, cause I'm down in Mississippi, that I found out about the Fill the Bus project, so I learned from other students about that, which I was able to do here in my little town, which helps our schools now, and we do this now, we'll be doing it this summer even, so I kind of think it comes back to internship.”

Culminating Portfolio

“The one thing that I would change, we had this huge portfolio, our culminating portfolio that has all these different things tied to the ELCC standards. I wish I knew what the requirements were when I first began the program. Instead, at the end, I'm pulling all these papers I wrote a year and a half ago, and find the standards that I need because I'm required to have two for every substandard, it would have been helpful if I would have known that going into the program, actually maybe having, even before we even start classes, had one session where everybody joins in and they tell you this is what's required, we going to go ahead and send you the requirements, give you a list of everything, how the thing needs to be made, because that

could have been done at the end of last semester for me, instead of kind of dragging out into this one.”

“I totally agree with everything XXXXX just said, because that was so frustrating, getting down to that lasts part of our internship and we should have had a better understanding, up front, of all the expectations, so we wouldn't have been so stressed out. Other than that, everything else, I totally agree.”

General Aspects of the Program

“I think, too, that ... I have kind of seen the program transform because when I came back in, I was like, whoa, these classes are significantly different, and more diverse, as far as geographic location. Almost everyone was from Arkansas when I was initially in the program, and I think things have become more collaborative online.

But beyond just interacting with people from other places, I think there's a great benefit in interacting with our professors online, and not just writing on chat boards. A couple of classes were ran a little more like that for me, and I didn't feel like I benefited from those as much, I didn't really know my professor, I didn't necessarily get feedback, so I think another benefit is being able to interact with practitioners, and professors who have been practitioners and I think that that's been really good for me.”

“Yeah, last time. The one thing I can say in comparing my degree, I have a friend who's taking the UNC Chapel Hill, and my administrator, my principal actually took his at High Point U. And my friend at UNC Chapel Hill was a year behind me, so we had a lot of opportunities to compare what he's doing, and he's actually going on campus to attend classes. I'm doing it online. And we're comparing what we're doing, and we're doing very similar things. We're covering the same type of material, and we have really good discussions about it.

The one thing I have noticed is that not all of them are created equal. My administrator went through a different school, private school, and in talking to him through the internship, I've discovered that some of the stuff that he's grading for me, sometimes it's the first time he's heard about it. So I appreciate that the University of Arkansas' program being so good, so that whenever you start comparing to others, you're like, what I did was on par with the others, or a step above.

In addition, I do value the collaborate aspect. I know XXXXXXXX always labels me the introvert, cause I don't talk much in class, but I do enjoy being able to talk to classmates, and I really have enjoyed meeting people from all across the country. We have people from XXXXXX's in Mississippi, XXXXXX's in Florida, there's somebody in South Carolina. That's been really cool. XXXXX is in Maine, he was in Louisiana before, but hearing those other aspects, you can kind of compare how the role of education, as far as administration is, in other states has also been really helpful. So, I've really appreciated that part of the University of Arkansas program.”

Areas of Improvement:

- The EDLE program should consider revamping the culminating portfolio to a more meaningful exercise. This has been a concern of both students and faculty in the past.
- Course content should be revisited to ensure that there is limited redundancy. The new PSEL standards that will be introduced next year will give the EDLE faculty an opportunity to address these issues.
- Reevaluate the course delivery in all courses. Are students being given ample opportunity to engage with their professors and their peers?
- Reevaluate the “soft courses” (e.g., research for school leaders, psychology of learning) to determine appropriateness for the program.