

Ed.S. in Educational Leadership 2017-2018

Program Goals

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 (based on the new National Educational Leadership Preparation (NELP) standards for **District-Level** Leaders)

1. Mission, Vision, & Core Values:

Leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: (1) a shared mission and vision; (2) a set of core values; (3) and continuous and sustainable district and school improvement.

2. Ethics & Professionalism:

Leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: (1) professional norms; (2) ethical behavior; (3) responsibility; and (4) ethical behavior.

3. Equity & Cultural Leadership:

Leadership candidates who successfully complete a district level educational leadership preparation program promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: (1) equitable treatment; (2) equitable access; (3) culturally and individually responsive practice; and (4) a healthy district culture.

4. Instructional Leadership:

Leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary through: (1) systems of learning and instruction; (2) instructional capacity; (3) professional development of principals; and (4) principal effectiveness.

5. Community & External Leadership:

Leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success

and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: (1) community engagement; (2) productive partnerships; (3) two-way communication; and (4) representation.

6. Management of People, Data, & Processes:

Leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for effectively managed: (1) district systems; (2) resources; (3) human resources; and (4) policies and procedures.

7. Policy, Governance, & Advocacy:

Leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to: (1) understand and foster Board relations; (2) understand and manage effective systems for district governance; (3) understand and ensure compliance with policy, laws, rules and regulations; (4) understand and respond to local, state and national decisions; and (5) advocate for the needs and priorities of the district.

8. Internship & Clinical Practice:

Program completers engaged in a substantial and sustained educational leadership internship experience that developed their capability to promote the success and wellbeing of each student, teacher, and leader through field experiences and clinical practice within a building setting, monitored and evaluated by a qualified, on-site mentor.

Assessment of Student Learning Outcomes

- **Timeline.** Assessment of learning outcomes occurs via benchmark assignments found throughout the Educational Leadership curriculum as approved by CAEP accreditation standards. The timeline for assessment and analysis is not particular to individual learning outcomes, but instead is ongoing through the coursework and eventually a culminating activity (the internship and in-box assessment). Each of the NELP standards connects to at least one course or internship assessment. In some instances, the course assignments serve as internship activities. A final assessment will be done at the end of each spring semester.
- The data from course assignments and internship activities will be stored in TaskStream for ease of program performance evaluation. During the 2017-2018 academic year, the EDLE program piloted a course that incorporated all assignments into the internship experience. This was done to see how the program could provide a more effective and meaningful internship experience throughout the duration of a single course. The faculty will evaluate this pilot project in the fall of 2018, make adjustments and implement the initiative (i.e., course-embedded internship) in additional courses in the fall of 2018. By the end of the 2018-2019 academic year, all M.Ed. core leadership courses will be recording data from internship-based assignments; and it will be determined if this same

approach will be used in the Ed.S. This data will be evaluated each semester and the data from the culminating internship experience will be evaluated in the spring of each academic year.

- The desired level of student achievement is all candidates will either meet or exceed the standard as measured by the following:
 - Faculty assessments of course assignments
 - Mentor assessment of internship performance
 - Assessment scores from the School Superintendent Assessment (SSA)

Assessment Report 2017-2018

Over the 2017-2018 academic year, the EDLE program went through three major transitions related to data and the way that it is collected. The transition from the old ELCC standards to the new NELP standards, the transition from the use of Chalk & Wire to TaskStream, and revising the culminating portfolio experience to be more practical and meaningful. Because the EDLE program is in the middle of transitioning to new standards, a new data management system, and a new culminating activity, data were collected through the culminating internship experience as well as the School Superintendent Assessment (SSA) to evaluate program performance for the 2017-2018 academic year. The program will continually revise and realign the course assignments, internship experiences, and culminating assessment to the NELP standards.

NELP Standards:

Below is a table depicting the average scores for each NELP standard for building-level leadership. The scores are based on a three (3) point scale (0 = “non-existent” 1= “emerging” 2 = “sufficient” and 3 = “exceeds”)

NELP District-Level Standards and Related Elements	SCORE
Standard One: One: Mission, Vision, and Core Values	2.87
Element 1.1 (MISSION AND VISION) Program completers understand and demonstrate the capability to analyze and communicate a data-informed shared mission and vision for the school district focused on the academic success and overall well-being of each student and district and school personnel.	2.60
Element 1.2 (CORE VALUES) Program completers understand and demonstrate the capability to promote core democratic values that define the district’s culture and stress the imperative of child-centered education such as high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust.	3.00
Element 1.3 (IMPROVEMENT) Program completers understand and demonstrate the capability to analyze, plan for, and promote continuous, sustainable, and evidence-based school and district improvement.	2.80
Standard Two: Ethics and Professional Norms	2.80
Element 2.1 (PROFESSIONAL NORMS) Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others.	2.80
Element 2.2 (MODEL)	3.00

Program completers understand and demonstrate the capability to model ethical behavior in their personal conduct, relationships with others, decision-making, and stewardship of the district's resources.	
Element 2.3 (RESPONSIBILITY)	
Program completers understand and demonstrate the capability to ensure that unethical and unprofessional actions are addressed promptly and appropriately throughout the organization.	2.80
Element 2.4 (VALUES)	
Program completers understand and demonstrate the capability to promote essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity.	2.60
Standard Three: Equity and Cultural Leadership	2.80
Element 3.1 (EQUITABLE TREATMENT)	
Program completers understand and demonstrate the capability to develop, implement and evaluate equitable district policies and systems that ensure that each stakeholder is treated fairly, respectfully, and with an understanding of culture and context.	2.80
Element 3.2 (EQUITABLE ACCESS)	
Program completers understand and demonstrate the capability to ensure that each student has equitable access to resources and support such as effective teachers, learning opportunities, academic, social and behavioral support.	2.80
Element 3.3 (CULTURALLY RESPONSIVE PRACTICE)	
Program completers understand and demonstrate the capability to support the development of culturally responsive practices among teachers and staff so they are able to recognize, confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	2.80
Element 3.4 (DISTRICT CULTURE)	
Program completers understand and demonstrate the capability to build and maintain an inclusive, responsive, safe, caring, and healthy district culture that provides coherent systems of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.	2.80
Standard Four: Instructional Leadership	2.55
Element 4.1 (SYSTEMS OF LEARNING AND INSTRUCTION)	
Program completers understand and demonstrate the capability to analyze and manage district-wide use of coherent and technologically appropriate systems of curriculum, instruction, assessment, student services, and instructional resources that embody high expectations for student learning and align with academic standards across grade levels.	2.80
Element 4.2 (INSTRUCTIONAL CAPACITY)	
Program completers understand and demonstrate the capability to plan for the support of principals and other school leaders to develop collective and individual instructional capacity of teachers and other staff members.	2.80
Element 4.3 (PROFESSIONAL DEVELOPMENT OF PRINCIPALS)	
Program completers understand and demonstrate the capability to promote systems of support, coaching, and professional development for individual principals to help them grow as instructional leaders.	2.20
Element 4.4 (PRINCIPAL EFFECTIVENESS)	
Program completers understand and demonstrate the capability to analyze and use research-anchored systems of principal supervision, evaluation, and feedback to improve principal practice.	2.40
Standard Five: Community and External Leadership	2.65

Element 5.1 (COMMUNITY ENGAGEMENT)	
Program completers understand and demonstrate the capability to engage families, community, public, private, and non-profit sectors in meaningful ways.	2.80
Element 5.2 (PARTNERSHIPS)	
Program completers understand and demonstrate the capability to sustain productive partnerships with communities and public, private, and non-profit sectors to recognize and celebrate school and community improvement.	2.60
Element 5.3 (TWO-WAY COMMUNICATION)	
Program completers understand and demonstrate the capability to maintain ongoing, two-way communication with families and the community to develop an understanding of the diverse interests, needs, and resources of the district community in the service of student development and educational improvement.	2.60
Element 5.4 (REPRESENTATION)	
Program completers understand and demonstrate the capability to represent the district and engage various stakeholders in building an appreciation of the overall context in which decisions are made in the service of student learning and development.	2.60
Standard Six: Management of People, Data, & Processes	2.60
Element 6.1 (MANAGING SYSTEMS)	
Program completers understand and demonstrate the capability to manage the district's systems, including administration, management, governance, finance, and operations.	2.60
Element 6.2 (RESOURCES)	
Program completers understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.	2.60
Element 6.3 (HUMAN RESOURCES)	
Program completers understand and demonstrate the capability to manage the growth of individual and collective capability through systems of hiring, retention, development, supervision of school and district personnel, and pathways for effective leadership succession.	2.60
Element 6.4 (POLICY & PROCEDURES)	
Program completers understand and demonstrate the capability to promote effective policies and procedures that protect the welfare and safety of students and staff across the district.	2.60
Standard Seven: Policy, Governance, & Advocacy	2.72
Element 7.1 (BOARD RELATIONS)	
Program completers understand and demonstrate the capability to foster a respectful and responsive relationship with the District's Board of education.	2.80
Element 7.2 (DISTRICT GOVERNANCE)	
Program completers understand and demonstrate the capability to manage effective systems for district governance.	2.80
Element 7.3 (LEGAL)	
Program completers understand and demonstrate the capability to ensure compliance with applicable policy, laws, rules, and regulations.	2.60
Element 7.4 (POLICY ENGAGEMENT)	
Program completers understand and demonstrate the capability to appropriately respond to local, state, and national decisions.	2.60
Element 7.5 (ADVOCACY)	
Program completers understand and demonstrate the capability to advocate for the needs and priorities of the district.	2.80
Standard Eight: Internship and Clinical Practice	2.70
Element 8.1 (FIELD EXPERIENCES)	
	2.60

Candidates are provided a coherent, authentic, district-based field experiences/clinical internships that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in NELP District-Level Program Standards one through seven.

Element 8.2 (SUSTAINED)

Candidates are provided a minimum of six-months of concentrated (10-15 hours per week) district-level internship or clinical experiences that include authentic leadership experiences within a district setting. 2.80

Two candidates scored below 1.0 (emergent) on elements 4.3 & 4.4. These elements address developing and evaluating principals and will be an area of emphasis in the future. All other elements for the individual candidates received either a score of 2.0 (proficient) or 3.0 (exceeds). The following Ed.S. / PSDLMC candidates successfully completed their culminating internship experience with their overall average scores:

Kristie Baumgartner (3.00)
Mikki Gaines (2.32)
Dannah Steele (2.32)
Rachel Stevens (3.00)
Stephanie Summerford (2.23)
Shannon Tisher (3.0)

Of those candidates who had taken the School Superintendent Assessment (SSA) at the time of this report (during the 2017-2018 academic year), the **average score was 166.5** with 160 being the established passing score. The lowest score recorded was 165 and the highest score recorded was 168.