

**PROGRAM REPORT FOR THE PREPARATION OF EDUCATIONAL LEADERS
(School Building Leadership Level)
Education Leadership Constituent Council (ELCC)
Option A (2011 Standards)**

NOTE: This form uses the ELCC standards approved by NCATE in 2011. Programs have the option to use either the 2001 or 2011 programs submitting reports through Fall 2012. Beginning in Spring 2013 ALL programs must use the new standards.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

TRINITY WASHINGTON UNIVERSITY

2. State

WASHINGTON, DC

3. Date submitted

MM DD YYYY

03 / 03 / 2015

4. Report Preparer's Information:

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6. Name of institution's program

EDUCATIONAL ADMINISTRATION

7. NCATE Category

Educational Leadership-Administration

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

K-12

(1) e.g. K-6, P-12

9. Program Type

- Other School Personnel
 Unspecified

- 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

ADMINISTRATIVE SERVICES CREDENTIAL

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

15. Is your unit seeking

- NCATE accreditation for the first time (initial accreditation)
- Continuing NCATE accreditation

16. 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 IV. 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 of Education of Trinity Washington University (Trinity) is committed to the development of prepared school leaders who possess the knowledge, skills, and dispositions necessary to effect positive school performance in today's schools. The Educational Administration program (EDAD) is offered in a two-year, weekend, monthly cohort design which approaches leadership development from a two-fold perspective:

To equip candidates with the theoretical knowledge needed to form a basis for sound decision making in schools organized to promote success for all students; and

To provide candidates with a variety of classroom and field experiences through which they can apply their acquired knowledge, skills, and dispositions to authentic, problem-solving situations in the school setting.

The Master of Science in Administration degree (MSA), along with a passing score on the School Leaders Licensure Assessment (SLLA) and verification of at least two years of full-time teaching experience, fulfills the basic requirements for the Administrative Services Credential as authorized by DC's Office of the State Superintendent of Education (OSSE).

The Educational Administration program is standards-based with all courses, projects, and experiences systematically aligned with the Educational Leadership Constituent Council (ELCC) standards. Standards mastery is documented by candidates and analyzed by course. Supplemental activities are provided to ensure that mastery of each performance standard is achieved within the prescribed course. School Administration (EDAD) faculty members meet each semester to critically assess program operations and structures in need of improvement. Departmental review of candidate performance data, collaborative planning by faculty and the results of this review will continue to offer insight into program improvement efforts for the Educational Administration program at Trinity.

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. Please include a description to inform reviewers how the internship/clinical experience(s) have been designed to meet ELCC standards 7.1, 7.2, and 7.3. See Standard 7.0 rubric in

Appendix 1 of the 2011 ELCC Standards for reference. (Response limited to 8,000 characters)

Candidates in the Educational Administration (EDAD) cohort program demonstrate content knowledge development and school-based experiences through course requirements which are balanced with on-site practical training and application. Each course included in the program contains a field study component. Assignments are often structured to utilize the candidates' actual job (school) sites as settings for observation and problem solving. In addition, many faculty members are school practitioners themselves and use practicing administrators as resource personnel to supplement course content developed through textbook readings and other simulated experiences.

EDAD candidates participate in a school-based practicum experience along with their required coursework for the full duration of their enrollment. Candidates qualify for the internship through admission into the MSA degree program. Although no specific coursework is required before internship activities commence, candidates are expected to adhere to the cohort group planning schedule for taking classes concurrently with the internship.

The administrative internship consists of 360 hours of clinical experience, 180 hours each year, under the guidance of an accomplished site-based administrator (on-site mentor) in collaboration with a trained university supervisor. Two (2) companion courses, Internship in Administration and the Final Project in Educational Administration, guide the candidate through the internship activities. Together, these courses satisfy the ELCC practicum requirements for achieving the Standards for Advanced Programs in Educational Leadership. Candidates earn a total of three (3) credit hours for Internship in Educational Administration in Year 1 and three (3) credit hours for the Final Project in Educational Administration in Year 2.

EDAD candidates are graded on the outcome of the Intern Evaluation, successful completion of the student assignments, and attendance at the Internship seminar that is held monthly during the first semester of the program. Candidates completing the program submit the Standards Portfolio for departmental approval in order to qualify for graduation. All activities and requirements of the Administrative Internship are intended to assist aspiring administrators in satisfactorily meeting the ELCC Program Standards for Educational Leadership, Building Level.

Internship Supervision

Candidates are supervised by Trinity faculty in collaboration with the school-based on-site mentor, usually the candidate's principal or designated administrator.

At the initial meeting, arranged by the candidate, the University Supervisor meets with both the candidate and the on-site mentor. Together, they review the Internship Guidebook, which includes the ELCC Standards and internship responsibilities. The candidate, University Supervisor, and on-site mentor cooperatively and collaboratively plan appropriate opportunities for the candidate to apply the knowledge and skills contained in the ELCC Standards. The candidate is asked to identify known areas of inexperience, and the on-site mentor suggests activities which the candidate may complete during the internship to help the school and to broaden those areas in need of development.

After each meeting, the University Supervisor provides written assessment of how the candidate is proceeding on each task and gives recommendations on areas to develop before the next meeting. At least two (2) additional meetings are held during the year to review progress, resolve issues of concern, plan future activities, and evaluate the candidate's performance.

Candidates meet as a group with the University Supervisors at the beginning of each semester, which is designated as an orientation. These meetings are arranged and attended by the Director of the Program, University Supervisors, and the candidates.

Time Requirements

The administrative internship consists of 180 hours each year, totaling 360 hours at the culmination of the program. Each candidate is required to complete the following each year:

120 hours of administrative duties, for a minimum of 10 weeks each semester, under the supervision of the school administrator, preferably the principal. Duties include direct involvement with key stakeholders of the school - teachers, students, parents, and community partners. These duties should be in areas that broaden the candidate's experience for becoming an administrator. Duties should require greater responsibility and time committed as assigned tasks become more complex during the internship experience. Administrative duties are documented in Weekly Logs.

30 hours participating in at least six (6) peer coaching experiences with other teachers. The candidate will observe and/or be observed by other teachers. The peer coaching experience will consist of a pre-observation conference to establish what the teacher wants to have observed, the observation itself, and a post-observation conference where the observer shares his/her feedback.

30 hours preparing at least six (6) professional development bulletins. Bulletins may be shared with the instructional staff in meaningful ways with the approval of the school administrator.

3. 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.)

4. 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.

5. 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:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2012	31	23
2013	36	39
2014	27	28

(2) 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.

6. 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	BODDIE, JACKIE
Highest Degree, Field, & University ⁽³⁾	Ed.D., Curriculum and Instruction; Virginia Polytech; Blacksburg, VA
Assignment: Indicate the role of the faculty member ⁽⁴⁾	
Faculty Rank ⁽⁵⁾	Adjunct Faculty
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Coordinator, Institute for Educational Leadership; Education Policy Fellowship Program Member, ASCD
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Certificate/License Advanced Professional Certificate, English/Language Arts 7-12; Maryland State Department of Education Charter Schools: Practices for High Performance; Harvard University Art and Craft of Principalship; Harvard University Coach: Leader 1..2..3; NASSP Charles County Public Schools, English teacher Prince George's County Public Schools, Secondary Administrator/Supervisor DC Public Charter School Board, School Performance and Accountability Specialist

Faculty Member Name	BROWNLEY, BLANCHE
Highest Degree, Field, & University ⁽³⁾	Ed.D., Educational Administration and Policy; George Washington University, Washington, DC
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty
Faculty Rank ⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Delta Kappa Gamma Society International, State President Member, National Council of Teachers of Mathematics Member, National Council of Supervisors of Mathematics Member, Association of State Supervisors of Mathematics ASCD
Teaching or other professional experience in P-12 schools ⁽⁹⁾	K-12 Mathematics Director, DC Public Schools Co-Project Director Math for the 21st Century, DC Public Schools Math Mentor Teacher, DC Public Schools Secondary Math Teacher, DC Public Schools

Faculty Member Name	JAMES, KATHERINE
Highest Degree, Field, & University ⁽³⁾	Ed.D., Educational Leadership, NOVA-Southeastern University; Washington, DC
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty
Faculty Rank ⁽⁵⁾	

Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, DC Association of Elementary School Principals Member, Montgomery College Speakers' Bureau Phi Delta Kappa, Secretary, Vice President, President, Committee Chair Member, National Association of Elementary School Principals, Secretary, President
Teaching or other professional experience in P-12 schools⁽⁹⁾	Educational Testing Service, School Leaders Licensure panel Principal Assistant Principal Teacher Team Leader Head of Campus Special Subjects Coordinator Instructor

Faculty Member Name	JOHNSON Jr., HENRY
Highest Degree, Field, & University⁽³⁾	Ed.D., EDLPS; Virginia Tech; Blacksburg, VA
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	
Teaching or other professional experience in P-12 schools⁽⁹⁾	Certificate/License Administration/Supervision I, II; Maryland State Department of Education Montgomery County Schools, High School Principal Fairfax County Schools, High School Principal Stafford County Schools, High School Principal Norfolk Public Schools, Teacher

Faculty Member Name	JOHNSON, LYNN
Highest Degree, Field, & University⁽³⁾	MA, English Education, Hunter College CUNY; New York, NY
Assignment: Indicate the role of the faculty member⁽⁴⁾	Administrator
Faculty Rank⁽⁵⁾	Associate Dean
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, National Council of Teachers of English Member, Council on English Education Member, National Business Education Association Member, Eastern Business Education Association Member, NCATE Board of Examiners Member, NCATE Board of Program Reviewers Member, DC Board of Examiners Reader, SAHE Teacher Quality Grant proposals Reader, AACTE Conference presentation proposals
Teaching or other professional experience in P-12 schools⁽⁹⁾	New York State certification, English 7-12

Faculty Member Name	LARSON, JACK
Highest Degree, Field, & University⁽³⁾	M.S., Instructional Technology; Towson University; Towson, Maryland
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member International Society for Technology In Education Consortium for School Networking Maryland Society for Educational Technology
Teaching or other professional experience in P-12 schools⁽⁹⁾	Prince George's County Public Schools, Secondary Education, Classroom Teacher Prince George's County Public Schools, Instructional Specialist Administrative Certificate, Maryland State Department of Education

Faculty Member Name	PETTY, JERVIE
Highest Degree, Field, & University⁽³⁾	M.Ed., Administration and Supervision; Bowie State University; Bowie, MD
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Certificate/License Advanced Professional; Maryland State Department of Education
Teaching or other professional experience in P-12 schools⁽⁹⁾	Charles County Board of Education, Principal

Faculty Member Name	PLUMMER, FRANCES
Highest Degree, Field, & University⁽³⁾	Ed.D., Administration/Supervision; George Washington University; Washington, DC
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, National Association of Elementary School Principals (Executive Director, Washington, DC, affiliate) Member, National Alliance of Black School Educators Member, Phi Delta Kappa
Teaching or other professional experience in P-12 schools⁽⁹⁾	DC Public Schools, Principal DC Public Schools, Supervisor of Instruction DC Public Schools, Assistant Principal DC Public Schools, Teacher

Faculty Member Name	STOCKS, JANET
Highest Degree, Field, & University⁽³⁾	Ph.D., Sociology; University of Pittsburgh; Pittsburgh, PA
Assignment: Indicate the role of the faculty member⁽⁴⁾	Administrator
Faculty Rank⁽⁵⁾	Dean
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, Council on Undergraduate Research Member, American Educational Research Association Member, American Sociological Association Member, AAAS Science and Human Rights Coalition Chair, Board of Governors, National Conferences on Undergraduate Research 2006-2008 Anselm Strauss Award, for Nyman, Reinikainen & Stocks, 2013, awarded by the Qualitative Family Research Network, Research and Theory Section, National Council on Family Relations to recognize significant work in the area of family theory, methods, and research that comes from a qualitative tradition. November 2014 Chatiott Nyman, Lasse Reinikainen & Janet Stocks, 2013, Reflections on a cross-national qualitative study of within-household finances. Journal of Marriage and Family 75 (June): 640-650. June 2013 Janet Stocks, 2012, Characteristics of Excellence in Undergraduate Research at Different Institutions, In Undergraduate Research, Washington DC: Council on Undergraduate Research. 2012.
Teaching or other professional experience in P-12 schools⁽⁹⁾	

Faculty Member Name	TALBERT, JANIE
Highest Degree, Field, & University⁽³⁾	M.A., Reading Specialist; University of the District of Columbia; Washington, DC
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, ASCD Member, ASBAS Member, IRA
Teaching or other professional experience in P-12 schools⁽⁹⁾	Certificate/License Advanced Professional Certificate; Maryland State Department of Education

Faculty Member Name	WHITTEN-WATKINS, CHARLOTTE
Highest Degree, Field, & University⁽³⁾	M.Ed., Educational Administration and Supervision; University of North Florida; Jacksonville, FL. M.Ed., Elementary Education; University of North Florida; Jacksonville, FL
Assignment: Indicate the role of the faculty member⁽⁴⁾	
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, ASCD Member, NEA Member, Alpha Kappa Alpha
Teaching or other professional experience in P-12 schools⁽⁹⁾	DC Public Schools, Principal DC Public Schools, Assistant Principal Alexandria City Public Schools, Teacher Duval County Public Schools, Teacher

Faculty Member Name	WILLIAMS, GLADYS
Highest Degree, Field, & University⁽³⁾	Ed.D., Educational Leadership; The George Washington University; Washington, DC

Assignment: Indicate the role of the faculty member⁽⁴⁾	Full-Time Faculty Department Chair
Faculty Rank⁽⁵⁾	Assistant Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	National Alliance of Black School Educators -- Membership Committee
Teaching or other professional experience in P-12 schools⁽⁹⁾	Prince George's County Public Schools, Principal

Faculty Member Name	WILLIAMS-HORTON, INGRID
Highest Degree, Field, & University⁽³⁾	Ed.D., Administration; Bowie State University; Bowie, MD
Assignment: Indicate the role of the faculty member⁽⁴⁾	
Faculty Rank⁽⁵⁾	Adjunct Faculty
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	
Teaching or other professional experience in P-12 schools⁽⁹⁾	Certificate/License MD Teaching Certificate; Maryland State Department of Education Fairfax County Public Schools, Teacher Prince George's County Public Schools, Teacher Prince George's County Public Schools, HR Specialist Prince George's County Public Schools, Assistant Principal Prince George's County Public Schools, Principal

Faculty Member Name	WILSON, ELNORA
Highest Degree, Field, & University⁽³⁾	M.S., Secondary School Administration/Supervision; Bowie State University; Bowie, MD
Assignment: Indicate the role of the faculty member⁽⁴⁾	
Faculty Rank⁽⁵⁾	Adjunct Faculty
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Publications Business Writing Teacher, 2009-present Writing Center Tutor, 2013-present
Teaching or other professional experience in P-12 schools⁽⁹⁾	Certificate/License Pupil Personnel Worker, Maryland State Department of Education English/Language Arts, 5-12; Maryland State Department of Education Art Education, 5-12; Maryland State Department of Education Prince George's County Public Schools, Elementary School Principal Prince George's County Public Schools, Assistant Principal Prince George's County Public Schools, English/Language Arts Teacher Prince George's County Public Schools, Art Teacher

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

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

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

(6) 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.

(7) 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.

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

(9) 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 ELLC 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 ⁽¹⁰⁾	Type or Form of Assessment ⁽¹¹⁾	When the Assessment Is Administered ⁽¹²⁾

Assessment #1: Licensure assessment, or other content- based assessment (required)	SCHOOL LEADERS LICENSURE ASSESSMENT	LICENSURE ASSESSMENT	PRIOR TO CERTIFICATION
Assessment #2: Assessment of content knowledge in educational leadership (required)	LEADERSHIP MODULE FINAL EXAM, CONTENT KNOWLEDGE	ESSAY QUESTIONS	EDAD 601 LEADERSHIP, MANAGEMENT, AND SUPERVISION
Assessment #3: Assessment that demonstrates candidates' instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development within the school. (Required)	INSTRUCTIONAL SUPERVISION RESEARCH PROJECT	RESEARCH PROJECT/CASE STUDY	EDAD 608 TEACHING AND LEARNING FOR SCHOOL LEADERS
Assessment #4: Assessment that demonstrates candidates' leadership skills through school- level internship/clinical practice settings.	INTERNSHIP EVALUATION	PRACTICUM EVALUATION	EDAD 625/626 EDAD 627/628 INTERNSHIP IN ADMINISTRATION
Assessment #5: Assessment of ability to support student learning and development (required)	CURRICULUM/INSTRUCTION PROJECT	PROJECT	EDAD 605 CURRICULUM DEVELOPMENT
Assessment #6: Assessment that demonstrates candidates' organizational management and community relations leadership skills in developing effective school- based management and resource systems and school-community partnerships. (Required)	STUDENT INTERVENTION SUPPORT PLAN	CASE STUDY/PROJECT	EDAD 607 CULTURAL DIVERSITY
Assessment #7: Additional assessment that addresses ELCC standards (optional)	COMPREHENSIVE SCHOOL BUDGETING PROJECT	CASE STUDY/PROJECT	EDAD 633 FINANCIAL AND RESOURCE MANAGEMENT
Assessment #8: Additional assessment that addresses ELCC standards (optional)	STANDARDS PORTFOLIO FINAL PROJECT	STANDARDS PORTFOLIO	EDAD 628 INTERNSHIP IN ADMINISTRATION

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

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

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

	#1	#2	#3	#4	#5	#6	#7	#8
1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.								
1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.				<input checked="" type="checkbox"/>				
1.3 Candidates understand and can promote continual and sustainable school improvement.				<input checked="" type="checkbox"/>				
1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.								

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

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.								
2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.				<input checked="" type="checkbox"/>				
2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.				<input checked="" type="checkbox"/>				
2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.								

3. Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Candidates understand and can monitor and evaluate school management and operational systems.								
3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.				<input checked="" type="checkbox"/>				
3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.				<input checked="" type="checkbox"/>				
3.4 Candidates understand and can develop school capacity for distributed leadership.								<input checked="" type="checkbox"/>
3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.								

4. Standard 4.0: A building-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 on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

	#1	#2	#3	#4	#5	#6	#7	#8
4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.								
4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.				<input checked="" type="checkbox"/>				
4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.				<input checked="" type="checkbox"/>				
4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.								<input checked="" type="checkbox"/>

5. Standard 5.0: A building-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 school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles

within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

	#1	#2	#3	#4	#5	#6	#7	#8
5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.								
5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.								
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.								
5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.								
5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.								

6. Standard 6.0: A building-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 through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

	#1	#2	#3	#4	#5	#6	#7	#8
6.1 Candidates understand and can advocate for school students, families, and caregivers.								
6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.								
6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.								

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

- 7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences. Information should be provided in Section IV, Assessment 4 to address this standard.
- 7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment. Information should be provided in Section I (Context), question 2, to address this standard.
- 7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

Information should be provided in Section I (Context), question 2, to address this standard.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts 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. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score..

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 to be aligned with the elements 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 one document that includes the following items:

- (1) A two-page narrative that includes the following:
- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);

- b. 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.
- c. A brief analysis of the data findings;
- d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

- 1. State licensure tests or professional examinations of content knowledge. ELCC standards addressed in this entry could include but are not limited to: Standard 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0. 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 as outlined in the directions for Section IV

Assessment 1 SLLA.pdf

See Attachment panel below.

- 2. Assessment of content knowledge in educational leadership. ELCC standards addressed in this assessment could include but are not limited to Standard 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0. Examples of assessments include course grades, comprehensive examinations, essays, and/or case studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 2 Leadership Module Final Exam.pdf

See Attachment panel below.

- 3. Assessment that demonstrates candidates' instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development within the school. ELCC standards that could be addressed in this assessment include but are not limited to: Standard 1.0, 2.0, and 5.0. Examples of assessments include conducting faculty observations, developing a faculty professional development plan, a faculty intervention plan, and/or a school instruction/curriculum project. (Answer Required)

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

Assessment 3 Instructional Supervision Research Project.pdf

See Attachment panel below.

- 4. Assessment that demonstrates candidates leadership skills through school-level internship/clinical practice settings. ELCC standards that could be addressed in this assessment include but are not limited to: Standard 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0. Examples of assessments include faculty evaluations of candidates' performances, internship/clinical site supervisors' evaluations of candidates' performances, internship projects, and evaluation of candidates' formative and summative logs and reflections. (Answer Required)

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

Assessment 4 The Internship Evaluation.pdf

See Attachment panel below.

- 5. Assessment that demonstrates candidates' school leadership skills that support P-12 student learning within a school. ELCC standards that could be addressed in this assessment include but are not limited to: Standard 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0. Examples

of assessments include a school leadership intervention project, an action research project to improve a school problem related to P-12 student learning, and/or project to develop a school P-12 student learning model. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 5 Curriculum Instruction Project.pdf

See Attachment panel below.

6. Assessment that demonstrates candidates' organizational management and community relations leadership skills in developing effective school-based management and resource systems and school-community partnerships. ELCC standards that could be addressed in this assessment include but are not limited to: Standard 3.0, 4.0, and 5.0. Examples of assessments include developing school-based strategic plans, a school improvement project, a school-community relations strategic plan, and/or a school simulation. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 6 Student Intervention Support Plan.pdf

See Attachment panel below.

7. Additional assessment that addresses ELCC standards (optional). 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.

Provide assessment information as outlined in the directions for Section IV

Assessment 7 Comprehensive School Budgeting Project.pdf

See Attachment panel below.

8. Additional assessment that addresses ELCC standards (optional). 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.

Provide assessment information as outlined in the directions for Section IV

Assessment 8 Standards Portfolio Final Project.pdf

See Attachment 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)

Content Knowledge

Trinity's candidates meet and often exceed the ELCC standards related to content knowledge. Candidates for admission to the program are required to have graduated from a four-year accredited institution with a Bachelor's degree and must have at least two years of teaching experience. Transcripts and letters of recommendation are screened for indicators of leadership experience and potential.

Candidates are monitored throughout the program, to ensure content knowledge through the use of three (3) major assessments that are aligned with the ELCC standards. Candidates are required to compile evidence of having met the standards from their coursework and from their field experiences or internships that are completed over a four-semester period. Coursework and internship experiences are assembled

in a notebook, the Internship Notebook. During the final year of the program, candidates must also assemble artifacts from their coursework and internship into a Final Project, or portfolio, that is aligned with the ELCC standards. Candidates are further assessed on their content knowledge through the state licensure assessment known as the School Leaders Licensure Assessment (SLLA). Candidates score very well on the SLLA, with more than a 90 percent pass rate over each of the three (3) years in this reporting period.

The SLLA, although aligned with the ELCC standards, does not reference all of the standards in any one test administration. The test is designed to measure candidate' knowledge of the standards of the Interstate Leaders Licensure Consortium (ISLLC). These results are analyzed annually to determine performance trends by subject for the program's improvement, and program requirements are adjusted to promote increased test performance on future administration of the test.

After reviewing the test format, the faculty recommended that the program include more case studies and opportunities for candidates to analyze and synthesize information to improve their decision making and problem solving skills. With suggestions from the faculty, the syllabi have been adjusted and the course content revised to include case studies that represent real-life situations. Opportunities have been increased for discussions and role plays to stimulate multiple solutions to real-world, school-related problems.

The Final Project (portfolio) further supports candidates' content knowledge. Candidates are required to write a summary of each standard and how they met the standard in the work represented in the portfolio. A scoring guide, which is aligned with the ELCC standards, assesses the content of the portfolio. The work in the portfolio is based on the candidates' experiences during the internship. Although many candidates met or exceeded the standards for this assessment, there was concern about the number who merely approached the standard. Through interviews, discussions, and an analysis of the scoring guide and the field experience, the faculty believed that some candidates needed more support during the internship. The program was adjusted to provide that support with a monthly seminar session for all candidates.

In addition to key assessments, candidates are required to demonstrate content knowledge through other assessments held during their time in the courses. These assessments include group and individual presentations, research papers, Power Point presentations, and reports on interactions with educational professionals outside of the school place. The faculty believes that, combined, all assessments provide evidence that candidates have the required content knowledge upon graduation. The changes that have been and will be made will strengthen the program.

Professional and Pedagogical Knowledge, Skill, and Dispositions

With internship experiences that are aligned with the ELCC standards over the span of four (4) semesters and carefully planned administrative courses taught by current or past school administrators, EDAD candidates are able to develop the professional and pedagogical knowledge, skills, and dispositions necessary to meet the standards. By constantly relating all instruction and tasks to a specific standard, faculty ensure that candidates have the knowledge and possess the skills and dispositions of effective leadership. Candidate performance on most key assessments indicates this, as well. However, based on a review of assessments and of the entire program, faculty identified the need to make the program more rigorous and relevant.

To this end, each faculty member has been asked to review the content of syllabi with the understanding that the syllabi will change to more fully address the needs of the 21st century school leader. Faculty members will review syllabi to ensure that current readings are included, that real-world problems are addressed, that appropriate attention is given to issues of collaboration and school culture, and that candidates learn to focus data-driven decision making to increase student learning.

Along with a review of syllabi, there have been discussions regarding a possible increase in the number of classroom hours and accumulated hours for completion of the internship. Faculty members are undertaking a review of the pacing of each class to ensure that candidates have adequate time to fulfill the requirements of the course. In courses where candidates conducted assessments and the number of candidate approaching the standards increased, faculty expressed interest in an increase in class time as a possible solution for preparing more candidates to meet or exceed the standards.

Based on a review of the Final Projects, faculty members determined that more attention should be given to candidates as they complete their internships. Faculty decided that observations, reflections, and writing assignments should be discussed and debated in a seminar; so one will be added to the program. Faculty met one-on-one with candidates to support and assist with the capstone project throughout the final semester that it is due.

A review of assessment data also led faculty to express concerns about the quality of candidates' writing abilities. This is a unit-wide concern that is being addressed through the introduction of a writing requirement when candidates do not pass a screening exam; using proofreading marks for content and conventions when grading papers; and holding candidates to higher similar standards in all classes.

Overall, from data and faculty review, candidates are, indeed, being prepared with the professional knowledge, skills, and dispositions required in the standards. Faculty is interested in pushing the envelope, by increasing the rigor and relevance of the program to even better prepare administrators for the realities that they will face in their schools.

Effects on Student Learning and on Creating Environments that Support Learning

An evaluation of candidates and their impact on the learning environment is reflected in their meeting or exceeding the ELCC standards. The standards address developing a positive school culture, providing effective instructional programs, managing facilities, communicating effectively with all stakeholders, and acting with integrity. Candidates'; knowledge of the standards in the classroom is reinforced in the practical application of this knowledge through the internship experience.

During the internship, candidates must select three (3) broad goals to work on in the school site. The goals they select must be aligned with the ELCC standards. These goals, along with objectives and activities, are designed to focus candidates' attention on student learning and the creation of a positive learning environment. The candidates' successful completion of the internship experience demonstrates to faculty and to the candidates themselves that their interactions and leadership experiences make a difference in the learning environment and the academic performance of students.

When reviewing assessments, high numbers of candidates meet or exceed the standards identified with student learning. The faculty, however, recognizes that opportunities are limited for candidates to address needs of special populations, students learning English as a second language, and high-risk for failure students. Discussions are being held to review the program and the possibility of making it more collaborative by integrating other disciplines for a broader experience in preparing candidates for leadership roles as school leaders. A representative faculty member from EDAD will be meeting with representatives from other disciplines (Special Education, Counseling, and Reading) to continue discussions and the possible development of a collaborative model between programs.

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

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponseToConditionsReport/tabid/454/Default.aspx>

(Response limited to 24,000 characters.)

Please click "Next"

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



**SCHOOL OF EDUCATION
 MASTER OF SCIENCE IN ADMINISTRATION
 PROGRAM OF STUDY**

Name: _____ Student ID _____ Date: _____

Address: _____

Phone (H): _____ (W): _____ Email: _____

Admission Date: _____ Occupation: _____ Teaching Experience: _____ Certification: _____

36 CREDITS

REQUIRED COURSES/FIELD EXPERIENCE	Fall	Spring	Summer	Fall	Spring	Completed
EDCC 601 Orientation: Tools for Graduate School (0 credits)						
EDCC 511: Introduction to Professional Writing (3 credits)						
EDAD 599 Research in Education (3 credits)						
EDAD 601 Leadership, Management & Supervision (3 credits)						
EDAD 602 Technology and Systems (3 credits)						
EDAD 604 Staff and Group Development (3 credits)						
EDAD 605 Curriculum & Program Development (3 credits)						
EDAD 634 Legal and Ethical Issues (3 credits)						
EDAD 607 Cultural Diversity (3 credits)						
EDAD 633 Financial & Resource Mgt. (3 credits)						
EDAD 608 Teaching & Learning for School Leaders (3 credits)						
EDAD 603 The School, Community and Society (3 credits)						
PRACTICUM/INTERNSHIP						
EDAD 625 Internship Admin I (1 credit)* EDAD 626 Internship Admin II(1 credit)*						
EDAD 627 Internship Admin III (2 credits)* EDAD 628 Internship Admin IV (2 credits)*						

*Course requires minimum "B" grade for advancement

Student Signature: _____ Advisor Signature: _____

Transfer Credits: _____ Requirement Exceptions: _____

SECTION IV: EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 1 (Required) Content Knowledge

School Leaders Licensure Assessment

1. Description of the Assessment

The School Leaders Licensure Assessment (SLLA) is a standards-based examination developed and administered by Educational Testing Services (ETS). The SLLA is a 4-hour assessment which includes 100 multiple-choice questions and 7 constructed-response questions, which are designed to measure candidates' knowledge of the standards of the Educational Leadership Constituent Council (ELCC).

Approximately thirty-seven (37) states base administrative licensure on candidates' performance on the SLLA, with each state having the authority to set its own passing score. In Washington, DC, passing the SLLA with a score of 163 out of 200 (81.5 percent), along with a master's degree in educational administration from an accredited institution, is required for the Administrative Services Credential, (ASC). Maryland requires a passing score of 165 out of 200 (82.5 percent), along with 18 graduate credits of administrative course work to obtain the Administrator I Certification. Virginia requires a passing score of 163 out of 200 (81.5 percent) with a Master's degree and 3 years of successful fulltime teaching to receive the initial endorsement required to serve as a building-level administrator.

Candidates' results from the SLLA are analyzed annually to determine performance trends by subject for program improvement, and program requirements are adjusted to promote increased test performance on future administrations of the test. For example, in recent years additional case studies have been assigned during candidates' second year in the program, changes have been made in the weekly log assignment, and increased emphasis has been placed on scheduling activities.

2. Standards Alignment

Although the SLLA is aligned with the ELCC standards and their corresponding elements, test results only serve as a good *overall* indicator of standards-based content knowledge in school administration. SLLA test results are not reported by standard, and all of the standards are not referenced in any given test administration. Scoring protocols, however, assess the test taker's attention to *some* standard elements in all test forms. Furthermore, test forms and the performance standards addressed in the subtests of each test form vary for different test administrations.

3. Analysis of Findings

Candidates have demonstrated consistently that the school administration preparation experiences received at Trinity have sufficiently equipped them for gaining state licensure as measured by results on the SLLA. As the number of schools that do not require the SLLA continues to grow in our area, (e.g., private, charter, parochial schools) fewer candidates are electing to take the test or

to have the scores sent to Trinity. The test results received from candidates have decreased from 18 examinees in 2011-2012 to 13 examinees in 2012-2013 to 7 examinees in 2013-2014. Over the past 3 years that have been examined, candidates have performed at a passing rate of 100 percent, 92 percent, and 86 percent respectively, placing them in good standing to qualify for the DC state administrative credential, the Virginia state endorsement, and nearby Maryland's certification in administration.

The average performance range of Trinity's candidates was 163-175 in 2011-2012, 166-178 in 2012-2013, and 159 -180 in 2013-2014. Although the spread of Trinity's scores is wider than the national spread, some of Trinity's candidates scored above the national range with scores of 188, 178, and 188 out of a highest possible score of 200 in 2011-2012, 2012-2013, and 2013-2014 respectively. Candidates consistently reveal their best performance on the subtest comprised of multiple-choice questions about collaborating with key stakeholders. The percent of candidates scoring correctly at Trinity surpassed the state and national average with 84 percent in 2011-2012 and was equal to the state and national average at 81 percent for 2012-2013 and for 2013-2014. In 2013-2014, scores dropped to 66 percent, which was seen also in the state scores at 68 percent and at 72 percent nationally.

The performance of candidates from Trinity on the subtest, The Educational System (Constructed Response), has shown the greatest difference between the candidates and the state and national average for 2011-2012 and 2012-2013. In 2011-2012, 61 percent of our candidates scored correctly while 69 percent from the state and 70 percent from the national average scored correctly. In 2012-2013, 58 percent of our candidates scored correctly while 68 percent for the state, and 70 percent for the national average scored correctly. In 2013-2014, the greatest difference between the candidates and the state and national averages continued to be seen on The Educational System (Constructed Response) subtest. On this subtest, 53 percent of our candidates scored correctly while 68 percent for the state and 72 percent for the national average were reported. Additional case studies and scenarios have been assigned in candidates' second year in order to better prepare for this section of the exam. There is a continuous focus on writing with strict adherence to the writing rubric. Also, as part of the internship experience, candidates are required to accumulate internship hours while serving on the school improvement or data-wise teams.

4. Evidence of Meeting the Standard

The SLLA measures whether entry-level education leaders have the standards-relevant knowledge believed necessary for competent professional practice. Performance data from the SLLA are reviewed by faculty to determine relative instructional strengths and weaknesses. Candidates' high pass rates provide evidence that mastery of content knowledge about the 2011 ELCC Standards has been successfully achieved.

5a. Assessment Tool

The School Leaders Licensure Assessment (Code 6011) is a four-hour assessment and is comprised of 100 multiple-choice questions in Section I and 7 constructed-responses in Section II:

Section I:

I-A. The Vision and Goals subtest makes up 12 percent of the examination, which consists of approximately eighteen (18) questions out of the 100 questions in the multiple-choice section. Candidates read questions or statements, which are followed by four suggested answers or completions. Candidates select the answer that is best in each case. Candidates are expected to respond based on their knowledge of content areas such as analyzing multiple sources of information and data, implementing a vision and goals with high, measurable expectations for all stakeholders, and gaining a shared commitment to implement the vision and goals and how to have continuous improvement toward the vision and goals.

II- A. The Teaching and Learning subtest, which makes up 18 percent of the examination questions, has approximately twenty-five (25) multiple-choice questions that are designed to require candidates to respond based on their knowledge of content and practice about the creation of a building culture, a rigorous curriculum and instruction, assessments, and accountability.

III. The Managing Organizational Systems and Safety subtest is 10 percent of the examination with approximately fifteen (15) multiple-choice questions. Candidates read questions or statements which require them to respond based on their knowledge and practice about management of an operational system, aligning and obtaining fiscal and human resources, and providing protection for the welfare and safety of students and staff.

IV. The Collaborating with Key Stakeholders subtest is fifteen (15) percent of the examination with approximately 21 questions. Candidates are to respond to questions or statements that show their knowledge and practice of collaboration with families and other community members, identifying community interests and needs, and maximizing community resources.

V. The Ethics and Integrity subtest is fifteen (15) percent of the examination and has approximately 21 questions. The candidates are expected to respond based on their knowledge and practice of ethical behavior, personal values and beliefs, and high standards for self and others.

Section II

VI. The Education System subtest is made up of approximately two (2) constructed-response questions and is 10 percent of the examination. The questions focus on internal and external advocacy. Scoring of the Constructed Response Questions is based on a 0 to 3 point scale based on the candidate's demonstration of thoroughly understanding, basic/general understanding, limited understanding, and little or no understanding of the topic to be discussed.

I - B. The Vision and Goals (Constructed response) subtest is made up of approximately two (2) questions and is 8 percent of the examination. This portion of the assessment is made up of scenarios and questions that require candidates to respond with in-depth explanations on particular topics with a focus on Implementation of vision and goals and data planning.

II - B The Teaching and Learning (Constructed response) subtest is made up of approximately three (3) questions and is approximately 12 percent of the test. Candidates respond to scenarios

and questions that show their knowledge and skills about professional culture, curriculum and instruction, and assessment and accountability.

5b. Scoring Rubrics

Developed and used by ETS, scoring rubrics and a general scoring guide are used to evaluate the responses provided by candidates in relation to identified standards.

5c. Candidate Data Derived from the Assessment

The tables below provide a summary of the test performance of Trinity's MSA candidates for the last three consecutive years:

MEDIAN SCORE ANALYSIS			
*DC cut score = 163; Maryland = 165; Virginia = 163			
	Percentage Passed	Percentage Not Passed	Median Score
2011 - 2012	100	0	170
2012 - 2013	92	8	175
2013 - 2014	86	14	171
			Total Tested
			8
			13
			7

School Leaders Licensure Assessment Detailed Score Information						
	Test Category	Points Available Range	Institution Average % Correct	State-wide Average % Correct	National Average % Correct	
2011 - 12	Vision and Goals	14	70	74	76	
	Teaching and Learning	20 - 21	68	76	76	
	Managing Organizational Systems and Safety	12 - 13	77	75	77	
	Collaborating with Key Stakeholders	16 - 17	84	81	80	
	Ethics and Integrity	15 - 17	77	65	68	
	The Education System (CR)	12	61	69	70	
	Vision and Goals (CR)	12	58	60	60	
	Teaching and Learning (CR)	18	58	65	66	
	Vision and Goals	14	71	76	75	
	Teaching and Learning	19 - 24	76	77	75	
2012 - 13	Managing Organizational Systems and Safety	12 - 13	79	82	79	
	Collaborating with Key Stakeholders	14 - 17	81	81	81	
	Ethics and Integrity	15 - 17	79	82	77	
	The Education System (CR)	12	58	68	70	
	Vision and Goals (CR)	12	71	72	64	
	Teaching and Learning (CR)	18	67	73	70	

2013 – 14	Vision and Goals	14	82	76	76
	Teaching and Learning	19-24	74	76	77
	Managing Organizational Systems and Safety	12-13	81	77	77
	Collaborating with Key Stakeholders	14-17	81	82	81
	Ethics and Integrity	15-17	82	81	78
	The Education System (CR)	12	66	68	72
	Vision and Goals (CR)	6-12	56	61	63
	Teaching and Learning (CR)	18	53	68	72

SECTION IV: EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 2 (Required) Content Knowledge

Leadership Module Final Exam

1. Description of the Assessment.

During one of the first courses in the Educational Leadership program, EDAD 601, Leadership, Management, and Supervision, candidates learn many of the theories, models, and principles of school leadership. The final exam consists of three (3) essay questions which assess the content knowledge of the candidates related to managing the organization, operations, and resources of an organization. Candidates are given 2 1/2 hours to complete the exam.

2. Standards Alignment

Each of the essay questions is designed to allow candidates to demonstrate their knowledge of specific ELCC standards and has specific alignment to the standards:

- Question #1 addresses Managing the Organization (ELCC Standards 3.1a, 3.1b, and 3.1c)
- Question #2 addresses Managing Operations (ELCC Standards 3.2a, 3.2b, and 3.2c)
- Question #3 addresses Managing Resources (ELCC Standards 3.3a, 3.3b, and 3.3c).

3. Analysis of Findings

Candidates were assessed using final exam questions that covered the topics listed above. In 2011 – 2012, 79 percent of the 43 candidates met or exceeded the standard. In 2012-2013, the ELCC standards changed. Of the 28 candidates, 97 percent met or exceeded the new standards. In 2013-2014, 97 percent of the 34 candidates met or exceeded the standards. Over the last two years, 3 percent of the 62 candidates failed to meet minimum standards. More candidates met the standard (68 percent) than exceeded the standard (29 percent) in 2012 – 2013; and in 2013-2014, more candidates exceeded the standard (59 percent) than those who met the standard (38 percent), which further supports the goal towards improving candidates' performance on the assessment. This improvement is seen as a result of using the same faculty members over time, the consistent integration of the ELCC standards throughout the instructional program, and opportunities for candidates to participate in forums and discussions using Moodle, the online educational system.

4. Evidence of Meeting the Standard

This is one of the first courses in the Educational Administration Program and candidates are expected to learn many of the theories, models and principles of effective school leadership. In the assessment, each of the essay questions has specific alignment to the standards and is designed to allow candidates to demonstrate their knowledge of the specific ELCC elements. An increase in the percentage of candidates who met or exceeded the standards over the semesters provides strong evidence that candidates have successfully shown their mastery of the content knowledge of Standard 3 in managing the organization, its operations and its resources.

5a. Assessment Tool

Initial Assessment: Leadership Interview Questions

Candidates interview a principal with three or more years of experience, using the following questions as the basis for the interview. The candidate should ask poignant questions so that he/she has sufficient information to complete Part II of the Leadership Interview. *(FYI: Prior to the interview, candidates will do a background investigation on their principal by going to his/her school's/District's homepage to review available data on the school such as attendance, discipline, budget, staffing, and adequate yearly progress results via the Freedom of Information Act.)*

1. What strategies do you use to optimize learning for all students?
2. What data-based systems does your school district provide to the local schools?
3. How is data useful in helping you reach those students who may otherwise be left behind or fall through the cracks?
4. Can you think of an instance where the use of research and data-driven decision-making yielded more effective results for your school?
5. How do you get the best mileage out of the limited resources you have to promote student achievement?
6. Many principals view time management as one of their most critical challenges. Do you have your own formula for managing time?

5b. Scoring Rubrics

Final Exam

1. Discuss organizational models and principles that will assist an effective school leader in providing a school culture that is equitable, effective, and efficient and that recognizes legal restraints. Give examples of how you would execute these models and principles. (ELCC Standard 3.1)

2. Describe an effective school leader's approach to the organization and management of fiscal, human, and material resources that will give priority to student learning, safety, curriculum, and instruction. Give examples of organizational and management decisions that will promote these priorities. (ELCC Standard 3.2, 3.3, 3.5)

3. Outline the process steps that an effective school leader might follow to create a strategic, long-term plan for school improvement. Include strategies that allow the school leader to communicate the alignment of resources with the organizational vision and provide opportunities for staff, family, and community involvement in data driven decision making. (ELCC Standard 3.1, 3.2)

Grading Criteria	Performance Standard Three
Organizational Models and principles that develop a school culture that is equitable, effective, and efficient (ELCC 3.1, 3.2, 3.3, 3.4, 3.5)	Candidates define and discuss several organizational models and principles and explain how these models and principles lead to a culture that is equitable, effective, and efficient. 1 2 3
Effective organizational and management decisions that cause fiscal, human, and material resources that give priority to student learning, safety, curriculum, and instruction (ELCC 3.2)	Candidates provide the theory and practices that foster decisions that cause fiscal, human, and material resources to be used to support student learning, safety, curriculum, and instruction 1 2 3
A communication plan that allows the school leader to show the alignment of the school plan to the school vision and encourages the staff to develop family and community collaborative skills. (3.1, 3.2)	Candidates explain a school communication plan that can be used to show the alignment of the school plan to the school's vision and can be used to encourage the staff to develop family and community collaboration. 1 2 3

APPROACHES (1) MEETS (2) EXCEEDS (3)

5c. Candidate Data Derived from Assessment

A measure of each candidate's ability to impact student learning by effectively managing the organization, operations, and resources is taken in the first year of study

Standard	Leadership Module Final Exam																						
	2011-2012						New Standard				2012-2013				2013-2014								
	Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds						
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%						
3.1a	9	21	11	26	23	53						2	7	17	61	9	32	1	3	13	38	20	59
3.1b	9	21	10	23	24	56						1	3	20	71	7	25	1	3	13	38	20	59
3.1c	9	21	9	21	25	58						1	3	19	68	8	29	1	3	13	38	20	59
3.2a	9	21	9	21	25	58						1	3	19	68	8	29	1	3	13	38	20	59
3.2b	9	21	11	26	23	53						1	3	19	68	8	29	1	3	13	38	20	59
3.2c	9	21	10	23	24	56						1	3	19	68	8	29	2	5	12	35	20	50
3.3a	9	21	11	26	23	53																	
3.3b	9	21	10	23	24	56																	
3.3c	9	21	10	23	24	56																	

Note: 2011-2012, N = 43, 2012-2013, N = 28, 2013-2014, N = 43

SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 3 (Required) Professional Knowledge, Skills and Dispositions

Instructional Supervision Research Project

1. Description of the Assessment

In EDAD 608, Teaching and Learning, The Instructional Supervision Research Project is the culminating assignment and encompasses the following themes:

- The School Vision
- Establishing School Goals
- Setting Instructional Priorities
- Supporting the Marginal Teacher
- Professional Development

This comprehensive assessment project is designed to simulate the connection between the school administrator's responsibility for developing a vision of learning for the school supported by the school community with improving teacher performance and student learning.

2. Standards Alignment

The Instructional Supervision Research Project is specifically aligned with the following ELCC standards:

- 1.1 Develop, articulate, implement, and steward a shared vision of learning
- 1.2 Collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals
- 1.3 Promote continual and sustainable school improvement
- 1.4 Understand and evaluate school progress and revise school plans supported by school stakeholders
- 2.3 Design Comprehensive Growth Plans to increase capacity of school staff

3. Analysis of Findings

In 2011-2012, of the 40 candidates, 98 percent met or exceeded the standard. One hundred percent (100) of the candidates exceeded the standard involving the stewarding of the vision and 90 percent exceeded the standard involving promoting a positive school culture. In 2012-2013, the ELCC standards changed and of the 37 candidates, 97 percent met or exceeded the standard. In 2012-2013, 81 percent of the candidates exceeded the standard involving the collection and use of data to identify school goals, and 86 percent exceeded the standard involving developing and supervising the instructional capacity of the school staff and promoting the most effective and appropriate technologies to support teaching and learning in the school environment. In 2013-2014, 87 percent of the 33 candidates met or exceeded the standard. Although the overall percentage of candidates exceeding the standard in 2013-2014 is 10 percent lower than in previous years, it is thought that the scores still reflect mastery of the standards which are focused on the development and implementation of a shared school vision and the practical application of

providing support to unsatisfactory teachers. The data reflects that there is a higher number of candidates scoring in the "exceeds the standards" with lower numbers "meeting the standards." Of the 110 candidates, to increase numbers of candidates who are able to meet or exceed the standards, the faculty has consistently focused direct instruction on Standard 1.0 and has integrated the use of practical application through role play, simulations, and discussions of the process used to bring about the desired end results. Candidates' improvement over the three-year period is attributed to faculty's adjustment of the preparation of candidates to ensure that candidates received multiple opportunities to gain the knowledge and experiences in practical applications, such as case studies and more problem-solving of real life situations.

4. Evidence of Meeting the Standard

The consensus of opinion among faculty was that the assessment results provide clear evidence of candidate success in achieving the standards targeted.

5a. Assessment Tool (ELCC 1.1, 1.2, 1.3, 1.4)

Part I: Each candidate develops a *Vision Paper* which clearly outlines the four (4) components of an organizational vision:

- 1) Purpose, which describes the rationale for the very existence of the organization that is broadly defined and timeless in reason for the organization;
- 2) Core beliefs and values, which are the principles that set forth the operating standards that must be met by the organization;
- 3) Mission, which is an overarching, long-term goal with measurable criteria that make it unmistakably obvious when the mission is achieved; and
- 4) Vivid image, which is nothing more than a compelling and uplifting word picture of the organization's desired future state. The vision should be tied to the local school setting and provide a context to guide teaching and learning. The vision should be clearly articulated and the strategies to implement and steward the vision should include all stakeholders. The paper must delineate strategies for a two-year period and include current research on this topic. Prepare a three-to-five minute presentation for the class.

Part II: Each candidate develops an *Instructional Supervision Plan* to address the needs of the marginal teacher. The plan should incorporate the tenets of the school vision and establish a foundation for the expectations held for teaching and learning in the school. The candidate assumes the role of a school principal (elementary, middle, or high school) of a staff of 50 teachers, five (5) of whom are less than effective teachers and are in need of critical supervision and coaching. Candidates prepare a plan for providing them with the necessary supports to include the following:

- motivational strategies to provide individual assistance,
- a list of resource personnel (in and out of the school) who are available to assist,
- feedback/evaluation instruments, and
- a list of reference sources to which the teachers will be referred.

The plan must provide a rationale for how improved performance of the marginal teacher will support and enhance the school's vision. (ELCC 2.1, 2.2, 2.3, 2.4)

5b. Scoring Rubric

Part I. Vision Paper (ELCC 1.1, 1.2, 1.3, 1.4)

Exceeds the Standards 100-96 points	Meets the Standards 95-91 points	Approaches the Standards 90 points and below
<p>The paper addresses the four components of an organization's vision; includes at least five clearly delineated strategies for involving and ensuring "buy-in" of all key stakeholders (at least 3 groups); four strategies for implementing and stewarding the plan throughout the organization for at least two years. The formation of the plan includes the concepts presented in class, gleaned from the various print and non-print materials and in-depth study of the available research</p>	<p>The paper addresses the four components of an organization's vision; includes at least four clearly delineated strategies for involving and ensuring "buy-in" by most stakeholders (at least 3 groups); and three strategies for implementing and stewarding the plan throughout the organization for at least two years. The formation of the plan includes many of the concepts presented in class, gleaned from print and non-print materials and a study of available research.</p>	<p>The paper fails to address all four components of an organization's vision; includes no more than two strategies for ensuring involvement and "buy-in" by most of the stakeholders; includes no more than one-to-two strategies for implementing the vision for at least two years. The vision is not adequately articulated.</p>

Part II. Instructional Supervision Plan (ELCC 2.1, 2.2, 2.3, 2.4)

Exceeds the Standards 200-196 points	Meets the Standards 195-191 points	Approaches the Standards 190 points and below
<p>The plan incorporates the tenets of the school vision. Plan provides at least ten (10) strategies for individual assistance, strategies that you personally will implement, a comprehensive listing of at least 10 personnel who will be able to assist, copies of evaluation and feedback instruments and a complete list of 10 or more reference sources. Plan includes an outline.</p>	<p>The plan incorporates the tenets of the school vision. Plan provides at least five (5) strategies for individual assistance, a comprehensive listing (at least 8) of personnel available to assist; copies of feedback and evaluation instruments, and a list of at least six (6) reference sources. Plan includes an outline.</p>	<p>The plan incorporates the tenets of the school vision. Plan provides less than five (5) strategies for individual assistance, a listing of less than 5 personnel available for assistance, copies of feedback and evaluation instruments, and less than six (6) reference sources.</p>

SECTION IV – EVIDENCE FOR MEETING STANDARDS
ASSESSMENT 4 (Required) Professional Knowledge, Skills and Dispositions

The Internship Evaluation

1. Description of the Assessment

The Educational Administration program is committed to providing extensive opportunities for candidates to practice the leadership knowledge acquired from their in-class activities. Therefore, candidates are required to successfully complete four (4) semesters of an administrative internship which begins at the start of the first semester. The internship assignment provides candidates with substantial practitioner experience, organized around planned intern activities that increase in time, commitment, and complexity over time.

The Internship Evaluation is used to assess the level of competency demonstrated by candidates in the administrative internship. The evaluation is conducted using a written instrument with input provided by the three-parties involved: the candidate; the on-site Mentor (usually the school principal); and the Trinity University Supervisor, who assigns the final grade.

Data is compiled from the Internship Evaluation at the end of each semester of Years I and II, although an informal mid-year evaluation is conducted between the candidate, the on-site Mentor, and the Trinity University supervisor so that interim feedback can be made available to the intern for possible adjustments in the internship going forward. Candidates receive a grade each semester for the internship.

2. Standards Alignment

The administrative internship is an extensive, standards-based experience designed to accomplish the following course objectives:

1. Candidates will gain knowledge of the operational and administrative procedures of the internship site. They will progressively take greater responsibility for leadership, guiding others, and making administrative decisions. Activities will require professional skills (organization, leadership, human relations, teaching, writing, evaluation, advocacy, etc.) in direct and indirect involvement with staff, students, parents, and community leaders. Flexible arrangements, such as intensive shadowing experiences and independent work projects, are encouraged. Candidates will complete the internship with increased skills, broader knowledge, and greater ability to apply appropriate techniques to the duties of an effective administrator. (Standard 7.1)
2. Candidates will spend a minimum of 360 hours on related internship responsibilities. Increasingly challenging experiences will be scheduled for the intern, with time allowed toward the end of the internship for serving on a full-time basis. (Standards 7.1,7.2)
3. Candidates will apply the skills and knowledge articulated by the state, local, and national (ELCC) standards for school leaders and will document those activities in a portfolio which is completed in the second year at the completion of the program. (Standards 7.1,7.2)
4. Candidates will build upon their individual strengths and needs to enhance their ability to

work in unfamiliar aspects of leadership and management. (Standards 7.1, 7.2)

5. Candidates will plan the internship activities in collaboration with the on-site Mentor (principal or assistant principal) and the Trinity University Supervisor. Together, the three parties will design experiences to provide the candidate with supervised opportunities to acquire and apply the skills, knowledge, and research required by the ELCC standards. These will include a variety of skill areas, such as: budget and finance, community involvement, parental conferencing, facilities management, custodial services, food service operations, master scheduling, peer observation, staff development, school bus operations, and central administration mandates. The University Supervisor will work with the on-site Mentor in establishing a supportive, mentoring relationship with the candidate, as needed. The University Supervisor will collaborate with the on-site Mentor by reviewing the intern evaluation as a part of issuing a final grade for the internship experiences. (Standards 7.1,7.2)

6. The intern evaluation instrument is structured to align with the *2011 ELCC Educational Leadership Program Standards* and the unit goals of Trinity's School of Education, which both address candidate abilities in the area of professional ethics.

The intern evaluation form addresses candidates' competency in all of the ELCC standards, however, Standard 5.0 requires the evaluator to rate the candidate on professional ethics:

The candidate demonstrates the ability to act.

- *With integrity(Standard 5.1),*
- *With fairness (Standard 5.1), and*
- *In an ethical manner (Standard5.2).*

Additionally, the internship evaluation rates each candidate on competence in applying the *ELCC Standards* in the real setting:

The candidate demonstrates appropriate knowledge, skills, and dispositions related to the critical areas required for school leaders:

- *School Vision of Learning Supported by the Community (Standard 1)*
- *Positive School Culture and Environment for Learning (Standard 2)*
- *Management of Organizational Operations and Resources to Support Student Needs (Standard 3)*
- *Collaboration with Family and Community Partnerships (Standard 4)*
- *Professional Ethics (Standard 5)*
- *Understands the Global Context (Standard 6)*
- *Overall Internship Performance (Standard 7)*

3. Analysis of Findings

Candidates were evaluated using a collaborative evaluation process which included their Trinity University Supervisor and their on-site Mentor. In order to provide more specific data, a breakdown in the assessment to measure candidate abilities in the areas of acting with *integrity, fairness and in an ethical manner* was conducted in AY 2011-2012, 2012-2013, and 2013-2014.

A comparative review of the data revealed superior performance by candidates in their ability to *act with fairness, with integrity and in an ethical manner* which are the principles of Standard 5.0. Over the three-year period, 100 percent of the candidates met or exceeded the standard for mastery of these principles.

From the Intern Evaluation, which rated each candidate's competence in applying the ELCC Standards, 100 percent of the 60 candidates in Year 1 and 98 percent of the 46 candidates in Year 2 exceeded the standard for Standard 5.0 in 2011-2012. In 2012-2013, the trend continued with 94 percent of the 50 candidates in Year 1 and 100 percent of the 56 candidates in Year 2 exceeding the standard. In 2013-2014, 95 percent of the 44 candidates for Year I and 43 percent of the candidates for Year 2 exceeded the standard. In 2013-2014, all candidates in Year 1 and 2 met or exceeded the standard, 5.0.

4. Evidence of Meeting the Standard

Faculty's review of the data from the Intern Evaluation provided clear evidence that candidates in the school administration program are demonstrating mastery of the standards assessed. The triangulation of the Internship Evaluation process and the frequency in administration of this evaluation instrument add further reliability to the assessment results.

5a. Assessment Tool

TRINITY UNIVERSITY
SCHOOL OF EDUCATION
Educational Leadership Cohort Program
Intern Evaluation

Intern		Site Supervisor	
Internship Period		Position	

Instructions

Consider each evaluation factor using a continuum of 1-5, with 5 being the greatest degree of demonstration and 1 being the least. Place a number in the Numerical Grade blank that most nearly describes the Intern's level of competency according to your best judgment.

Your explanatory comments are very valuable in evaluating the Administrative Intern. Therefore, items 12 -14 request additional information. If more space is needed, please attach extra pages or use the back of the form.

Part I: Standards for School Leaders

Evaluation Factors	Evaluation Indicators	Evaluation Continuum (Circle degree of demonstration)				
Standard 1.0: School Vision of Learning Supported by the Community	Demonstrates knowledge and understanding of the role played by the school community in the development and implementation of the school vision of learning.	1	2	3	4	5
		Comments				
Standard 2.0: Positive School Culture and Environment for Learning	Demonstrates knowledge of the components of a curriculum: design, implementation, evaluation; principles of effective instruction, appropriate educational practices.	1	2	3	4	5
		Comments				
Standard 3.0: Management of Organizational Operations and Resources to Support Student Needs	Demonstrates knowledge of organizational models and issues that support student learning, including staff development, building needs, human resource management.	1	2	3	4	5
		Comments				
Standard 4.0: Collaboration with Family and Community Partnerships	Demonstrates the ability to impact student performance by effectively engaging members of the diverse school community, including parents, staff and community stakeholders.	1	2	3	4	5
		Comments				
Standard 5.0: Professional Ethics	Demonstrates the ability to act with integrity, fairness and in an ethical manner. Circle one: _ Acts with integrity 1 2 3 4 5 _ Acts with fairness 1 2 3 4 5 _ Acts in an ethical manner 1 2 3 4 5	1	2	3	4	5
		Comments				

Standard 6.0: Understands the Global Context	Demonstrates awareness of and responsiveness to the larger governance issues that affect the school.	1	2	3	4	5	Comments
Standard 7: Administrative Internship	Demonstrates the ability to apply effective administrative knowledge, skills, and practices in real work settings.	1	2	3	4	5	

Part II: Leadership Knowledge, Skills, and Dispositions

Evaluation Factors	Evaluation Indicators	Evaluation Continuum (Circle degree of demonstration)					Comments
1. Work Habits	Demonstrates dependability, meets deadlines, values teamwork, and is committed to skillful job performance.	1	2	3	4	5	
2. Ability to Work with Others	Demonstrates knowledge of human relations models and issues that support group planning and collaboration for improved student learning, including staff development, shared decision making, and human resource management.	1	2	3	4	5	
3. Professional Knowledge	Demonstrates knowledge of educational theory, research, and practice in the field of school leadership.	1	2	3	4	5	
4. Interpersonal Skills	Demonstrates willingness to work with all the stakeholders in the school. Is able to coordinate several committees and tasks, utilizing people from the diverse groups within the school and local community.	1	2	3	4	5	
5. Communication Skills	Demonstrates ability to communicate effectively, orally and in writing, with diverse audiences using a variety of communication techniques.	1	2	3	4	5	
6. Technology Skills	Demonstrates ability to utilize technological tools to enhance student learning and managerial efficiency.	1	2	3	4	5	
7. Personal and Professional Growth	Demonstrates a desire to be a reflective, continuous learner, open to change, accepting criticism, willing to learn new methods and concepts.	1	2	3	4	5	
8. Commitment to	Demonstrates an appreciation for diverse	1	2	3	4	5	

Diversity	perspectives, a desire to understand others, and a willingness to take a global point of view	Comments				
9. Commitment to Advocacy	Demonstrates a determination to uphold the rights of <i>all</i> students and to place the best interest of the students and their families at the forefront of all school activities.	1	2	3	4	5
		Comments				
10. Overall Performance		1	2	3	4	5
		Comments				
11. Would you recommend this intern for an administrative position in the school system?					Yes	No
12. Identify those areas where you feel this Intern has shown outstanding ability.						
13. Identify those areas where you feel this intern could improve his/her performance.						
14. Additional comments:						

Signature

Date

5b. Scoring Guide

Both the on-site Mentors and the University Supervisors complete the Intern Evaluation form. The candidate is required to complete a self-assessment of performance during the internship period. The two supervisors confer on the evaluation and provide meaningful findings to the candidate. The final rating is assigned by the University Supervisor.

The final grade for Internship in Administration and Final Project in Educational Administration is calculated by the University Supervisor with 50 percent based on the Internship Evaluation, 25 percent on course requirements and 25 percent on attendance at the Internship Seminars in the first semester of Year I. In the second semester of Year I, the University Supervisor calculates the final grade based on 50 percent for the Intern Evaluation and 50 percent based on the course requirements. In Year II, the University Supervisor calculates the final grade based on 50 percent for the Intern Evaluation, 25 percent for course requirements, and 25 percent for the Standards Portfolio (Final Project), Part I. In the fourth and final semester, the University Supervisor calculates the final grade based on 50 percent for the Final Project, 25 percent for coursework, and 25 percent for the Intern Evaluation. All activities and requirements of the Administrative Internship are intended to assist aspiring administrators in satisfactorily meeting the 2011 Educational Leadership Program Standards.

STUDENT ASSIGNMENTS CHECKLIST

ASSIGNMENT	CRITERIA	POINTS AVAILABLE	POINTS ASSIGNED	COMMENTS
A. Site Description	Includes mission, clients, programs, activities, physical facility, funding, and other site specific characteristics.	7		
B. Job Description	A description of the job that the student is seeking. Includes duties and responsibilities from the ELCC standards.	5		
C. Goals and Objectives	Includes THREE broad goals aligned with THREE or more ELCC Standards and a minimum of ONE measurable objective and TWO activities for each goal.	9		
D. Weekly Log	Includes a listing of all completed activities and the hours involved. Includes a written reflection with critical analysis of next steps needed for each week's activities. Includes artifacts which document the completion of 60 or more hours of administrative experience.	20		
E. Administrative Development	Includes at least FIVE Administrative Development forms which analyze duties that were most challenging with supporting documentation and reference to course work and standards.	15		
F. Peer Coaching	Includes at least THREE peer coaching activities, identified objectives for each observation, and recommendations. Forms are used for pre-conference, observation and post-observation.	18		
G. Staff Development Bulletins	Includes at least THREE staff development bulletins and/or staff development presentations. Bulletins should be research-based, and reflect site specific needs.	6		
H. Written Report	A self-evaluative, summative report on the internship experience. Includes a reference to each student goal and level of success with goal accomplishment. Includes a description of the intern's experiences with the SEVEN ELCC standards.	20		
TOTAL:		100		

5c. Candidate Data Derived from the Assessment

ELCC Standard 5.0 from The Internship Evaluation																		
	2011-2012					2012-2013					2013-2014							
	Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Integrity, Year 1	0	0	0	0	54	100	0	0	3	5	48	94	0	0	2	4	46	96
Integrity, Year 2	0	0	1	2	46	98	0	0	13	18	59	81	0	0	1	2	43	98
Fairness, Year 1	0	0	1	2	53	98	0	0	3	5	48	94	0	0	2	4	46	96
Fairness, Year 2	0	0	1	2	46	98	0	0	13	18	59	81	0	0	0	0	44	100
Ethical Behavior, Year 1	0	0	0	0	54	100	0	0	3	5	48	94	0	0	2	4	46	96
Ethical Behavior, Year 2	0	0	1	2	46	98	0	0	13	18	59	81	0	0	1	2	43	98

Administrative Internship Standards Achievement, Year 1																		
Standard	2011-2012					2012-2013					2013-2014							
	Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	0	0	4	7	56	93	1	2	8	16	41	82	0	0	2	4	42	95
2	2	3	5	8	53	88	1	2	4	8	45	90	0	0	4	9	40	91
3	1	2	9	15	50	83	2	4	8	16	40	80	0	0	9	20	35	80
4	3	5	5	8	52	86	0	0	3	6	47	94	0	0	1	2	43	98
5	0	0	0	0	60	100	0	0	3	6	47	94	0	0	2	4	42	95
6	2	3	8	13	50	83	1	2	16	32	33	66	0	0	13	30	31	70
7	1	2	7	12	52	86	1	2	7	14	42	84	0	0	3	7	41	93

Administrative Internship Standards Achievement, Year 2																		
Standard	2011-2012				2012-2013				2013-2014									
	Approaches	Meets	Exceeds		Approaches	Meets	Exceeds		Approaches	Meets	Exceeds							
	#	%	#	%	#	%	#	%	#	%	#	%	#	%				
1	0	0	4	9	42	91	0	0	1	2	55	98	0	0	43	100		
2	0	0	1	2	45	98	1	2	3	5	52	93	0	0	1	2	42	98
3	0	0	4	9	42	91	0	0	5	9	51	91	0	0	7	16	36	84
4	0	0	3	7	43	93	0	0	4	7	52	93	0	0	2	5	41	95
5	0	0	1	2	45	98	0	0	0	0	56	100	0	0	2	5	41	95
6	2	4	6	13	38	83	1	2	7	12	48	86	0	0	8	19	35	81
7	0	0	3	7	43	93	1	2	3	5	52	93	0	0	4	9	39	91

SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 5 (Required) Effects on Student Learning

Curriculum/Instruction Project

1. Description of the Assessment

In EDAD 605, Curriculum and Program Development, candidates are assessed on their ability to support student learning and development through the following two tools:

Curriculum/Instruction Project, Curriculum Development

The Curriculum/Instruction Project combines the candidate's knowledge of curriculum design with strategies for curriculum reform emphasizing learning theories, learning styles, and effective teaching methods and materials aimed at meeting the needs of diverse learner populations. (ELCC Standard 2.0)

Internship Evaluation Year II, Final Project

The Internship Evaluation measures the candidate's level of proficiency at the end of the graduate program in creating *a positive school culture and environment for learning* (ELCC Standard 2.0).

With this assessment, the candidate demonstrates knowledge of components of a curriculum: design, implementation, and evaluation; principles of effective instruction; and appropriate educational practices.

2. Standards Alignment

The role of the school administrator as instructional leader is emphasized throughout the Educational Administration Program. Both the *Curriculum and Instruction Project* and the *Internship Evaluation* are used to measure the ability of candidates to have a positive effect on student learning and are aligned with the following standards:

- 2.1 Candidates understand and sustain a school culture and instructional program conducive to student learning
- 2.2 Candidates create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
- 2.4 Candidates promote the most effective and appropriate technologies to support teaching and learning

3. Analysis of Findings

The *Internship Evaluation, Year II, Part I*, provides an overall rating of candidate performance on Standard 2: *School culture and instructional program conducive to student learning*. Ninety-eight (98) percent of candidates ranked "Exceeds" in AY 2010-2011, ninety-three (93) percent in 2011-

2012, and ninety-eight (98) percent in 2012-2013. Results on the *Curriculum and Instruction Project* paralleled the results derived from the *Internship Evaluation* item.

The number of candidates meeting or exceeding the standard in 2010-2011 was 86 percent. In 2011-2012 and in 2012-2013 90 percent of the candidates met or exceeded the standard. The number of candidates who approached the standard in 2010-2011 was 14 percent. In 2011-2012, and in 2012-2013, 10 percent of the candidates approached the standards. In Fall 2012, the ELCC standards changed, however, candidates continued to meet the standards with 90 percent of the candidates meeting or exceeding the standards. Candidates who do not meet the standard are provided extra coaching from the faculty and given supplemental activities to ensure understanding of the information. To support all candidates with the project, they are provided the rubric for self-scoring and given opportunities to select a project that is relevant to their content area or work location. They are given time to submit the project/activity for review and feedback from the professor prior to the due date for the project.

Evidence of Meeting the Standard

The assessments used were sufficient to provide evidence for candidates' meeting the standards assessed. The fact that there were multiple measures of mastery with different ways of evaluating competencies in this area that were completed by multiple individuals provides a well-rounded evaluation. Mastery of this standard provides evidence that candidates are knowledgeable about curriculum design and the Internship Evaluation, Year II, provides feedback from the practical application of the knowledge and skills of curriculum design, implementation and evaluation. With over 90 percent of the candidates meeting or exceeding the standards, appropriate mastery of Standard 2 is evident.

5a. Assessment Tool

Curriculum and Instruction Project (ELCC Standards 2.1, 2.2, 2.3, 2.4)

The purpose of the curriculum and instruction project is to provide an opportunity to put theory into practice. The project is designed to increase your ability to assess instructional programming in order to achieve improved educational outcomes. Because the experience of many candidates enrolled in this course span a Pre-K through Grade 12 educational continuum, candidates will have an opportunity to share their personal teaching expertise with their cohort members. All candidates will, therefore, receive a more global perspective of the existing instructional programs in both elementary and secondary education.

Directions:

- Conduct a curriculum/instructional project activity related to your specific content area or your current work location, if you are not classroom based.
- Identify a curriculum unit of study that has yielded unfavorable results from students.
- Analyze the methods, materials, classroom organization, climate, etc., to determine possible reasons for the poor performance.
- Disaggregate all relevant data to better understand any variables that may be significant in improving student performance.

- Plan to re-teach the unit/lesson using a more expert approach to curriculum implementation. Feel free to re-examine all decisions made in your original planning and utilize the data that you have analyzed to make more informed teaching decisions.
- Prepare a written project report. Your written report must include, but need not be limited to, the following components:
 - a. Subject/Curriculum Content Area
 - b. Intended Audience
 - c. Goal(s)/Objective(s)
 - d. Analysis of Data
 - e. Theoretical Basis for Decision Making
 - f. Discussion of Curriculum Modifications
 - g. Brief Description of the Instructional Activity
 - h. Assessment of Proficiency
- Model the new lessons for your classmates. Provide copies of your lesson plan. Your presentation may take the form of a staged production, media, or PowerPoint presentation. Limit your presentation to 15 minutes. Be prepared to accept constructive feedback from your cohort members. The feedback will assist you in better understanding and applying best practices for student learning.
- Your project will be scored according to the attached rubric.

5b. Scoring Guide

Assessment Rubric for Curriculum and Instruction Project

	3 (Exceeds)	2 (Meets)	1 (Approaches)
<u>Organization</u>	Well Organized in a logical manner; transitions from idea to idea were excellent, enhancing continuity of the project	Thoughtfully organized; easy to follow most of the time. Transitions were easy to follow, but at times ideas were unclear	Somewhat organized; somewhat incoherent and transitions are disjointed and at times distracted the audience.
<u>Content</u>	Strong evidence of research-based content included in the development, and design and implementation of a school curriculum; utilized information effectively to	Good Job of research-based content included in the development, design and implementation of a school curriculum; utilized information in an efficient manner	Limited evidence of research-based content included in the development, design, and implementation of a school curriculum. Limited use of the information utilized to

	accommodate the needs of diverse learners	to accommodate the needs of diverse learners	accommodate the needs of diverse learners.
<u>Presentation</u>	Original, unique approach; use of technology and information systems; highly engaging and provocative	Clever, at times unique, use of technology and information systems; well done and interesting	Few, if any original use of technology and information systems; at times interesting.

5c. Candidate Data Derived from the Assessment

A measure of each candidate's ability to impact student learning through effective curriculum and instruction practices is taken in the first year of study:

Standard	Curriculum and Instruction Project Data																		
	2010-2011						2011-2012						NEW						
	Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		STDS		Approaches		Meets		Exceeds
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2.2a	6	16	9	24	22	59	4	10	11	28	24	62	2.1	3	10	9	29	19	61
2.2b	5	14	10	27	22	59	4	10	10	26	25	64	2.2	4	13	7	23	20	65
2.2c	5	14	10	27	22	59	4	10	8	21	27	69	2.3	2	6	9	29	20	65
2.3a	4	11	11	30	22	59	4	10	11	28	24	62	2.4	3	10	6	19	22	61
2.3b	6	16	8	22	23	59	4	10	10	26	25	64							
2.3c	6	16	9	24	22	59	4	10	10	26	25	64							

**Internship Evaluation Year II
Part I: Item 2**

The Internship Evaluation measures the candidate's demonstrated knowledge of effective curriculum and instructional practices at the end of the graduate study program:

SY	Approaches	Meets	Exceeds
11	0%	2%	98%
12	2%	5%	93%
13	0%	2%	98%

SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 6 (Required) Application of Content Knowledge

Student Intervention Support Plan

1. Description of the Assessment

In EDAD 607, Cultural Diversity, The Student Intervention Support Plan is a comprehensive assignment required of all candidates. This major assignment integrates the candidate's ability to conduct community-based research; analyze student and school data; and incorporate effective practices for promoting positive parent, school, and community relations. This research project utilizes a case study approach to establish a context for investigation, planning, and decision making.

2. Standards Alignment

The Student Intervention Support Plan is specifically aligned with the following standards:

- 2.1 – Sustain a School Culture and Instructional Program Conducive to Student Learning
- 4.1 – Collaborate with Faculty and Other Community Members
- 4.2 – Mobilize Community Resources
- 4.3 – Respond to Community Interests and Needs with Positive Relationship with Families and Caregivers
- 4.4 – Respond to Community Interests and Needs with Positive Relationships with Community Partners

Candidates are encouraged to use the resources available to them in their school communities to perform the investigations and identify appropriate interventions to treat the problems embedded in the case. The scoring rubric is structured to assess the candidate's ability to integrate a host of related variables into a well coordinated, comprehensive plan.

1. Analysis of Findings

Candidates demonstrated a high rate of attainment of the standards measured by the Student Intervention Support Plan, as evidenced by the percentage of candidates meeting and exceeding the standard at 97 percent in 2011-2012, 100 percent in 2012 -2013, 98 percent in 2013-2014. Candidates not meeting minimum standards were at 2 percent in 2011-2012, 4 percent in 2012-2013 and 2 percent in 2013-2014. These candidates who did not meet minimum standards received additional support through coaching from faculty. Candidates had additional opportunities to review and to critique intervention support plans.

The ELCC Standards changed in Fall 2012, however, in 2012-2013, candidates continued to perform well with 100 percent of candidates exceeding the standards 2.0 and 4.0 involving the sustaining of a positive school culture, understanding and mobilizing community resources, and advocating for their stakeholders at the local, district, state, and national levels. In 2013-2014, there were candidates who were not allowed to utilize the School Climate Survey in their schools based on the school administrator's decision. In spite of the challenge, 91 percent of the candidates met or exceeded the standard of sustaining a positive school culture and 98 percent met or exceeded the standard

involving responding to community interests and needs. It is thought that these results reflect the variation in candidates' status as leaders in their buildings. Candidates who are highly respected as leaders in the schools where they work and are highly supported by their principals tend to get a better response to the School Climate Survey. Results are, also, reflective of variation in candidate abilities and commitment to the task.

4. Evidence of Meeting the Standard

Assessment results were reviewed by program faculty to determine relative strengths and weaknesses in candidate performance. The high percentage of candidates who "met" or "exceeded" the standard on Assessment 6 provided clear evidence of standards mastery.

5a. Assessment Tool

SCHOOL SERVES FAMILIES CASE STUDY

LaKeisha lives with her mother in the West Side Community Project Development. She has three brothers and a baby sister. Her brothers' ages are: 9, 8, and 6 and her baby sister is 1 year old. Her mother is 5 months pregnant and is in need of pre-natal care. She and her oldest brother have never seen their father. Her mother never talks about him. Her other brothers' father was killed in a robbery and the man that stays at the house sometimes is the father of the unborn baby and her baby sister. Her family moved in the neighborhood six months ago and her mother just registered LaKeisha in the neighborhood school twelve days ago.

The neighborhood school is in a middle-class neighborhood. The school enrollment is two hundred and fifty students. Most of the students come from upper to middle class families. The majority of the students are Caucasians, 6% are African Americans and 2% are Hispanics. Only a few of the African Americans and Hispanic students who live in the West Side Community Project Development attend the school. Most of the students in the West Side Community Development Project are transported to and from special needs schools or transported to their former schools. Because of the pregnancy and because LaKeisha's mother needs her to babysit her little sister some days, LaKeisha's mother decided to enroll her in the neighborhood school.

LaKeisha is ten years old and her record indicates that she is in the third grade. She has been retained twice; once in the first grade and once in the second grade. Her immunization record is not up-to-date, but because of her present situation she is allowed to stay in the school for ten days pending her immunization which should be completed in that time. Her test scores indicate that she is below average in reading and mathematics. Her attendance record is below average because she has moved a number of times and her mother has kept her out of school to babysit.

LaKeisha has been referred to special education by some of her teachers, but her mother never attended the conferences. LaKeisha's records also indicate numerous behavior referrals and she has been suspended five times since enrolling in school. Because of LaKeisha's situation (problems in reading, disrespecting the teacher and not doing her class work), the students are having problems with her displaying negative behavior. Parents have called to complain about her behavior. They have asked the principal to remove this "poor African American" student from their child's classroom.

As the administrator, you must develop a support plan in collaboration with appropriate stakeholders of the total school community. Your plan should follow the following outline:

Support Plan for Student Intervention

- I. Support Profile (including a summary of student performance data, e.g., records, test scores, co-curricular activities, cultural factors, behavior referrals, etc.)
- II. Analysis of Need
- III. Proposed Intervention/Action Plan
- IV. Resources Sought
 - a. School Support
 - b. Community Support
 - c. Governmental Program
 - d. Partnership Support
 - e. Media Relations

SCHOOL CLIMATE SURVEY

This survey is intended to assess the success of the local school in addressing issues related to educational equity. Rate the climate of your school or another school about which you are very familiar. Think of each item that you mark "no" as an opportunity to create a more equitable learning environment through reflection and action. Data gathered from this assessment will assist you with your *Student Intervention Support Plan*.

In your school	Yes	Not Sure	No
1. Do all groups feel included, rather than some feeling left out?			
2. Are all staff members encouraged to share their thinking about a problem?			
3. Are there comparable activities for girls as well as boys?			
4. Do displays reflect the diversity of the community and Nation?			
5. Are there outreach efforts for minority parents who are reluctant to get involved?			
6. Is rigorous learning expected of all students?			
7. Do business groups of the surrounding community feel connected with the school?			
8. Does the staff support the neighborhood businesses?			
9. Is there strong belief that all children can learn at high levels of accomplishment?			
10. Are boys and girls steered equally toward math, science and technology?			
11. Is there equal representation in clubs and co-curricular offerings?			
12. Is there intentional effort to have all families represented in the PTA leadership?			
13. Is there an absence of stereotyping against some groups?			
14. Do students learn about other cultures within their curriculum activities?			
15. Is there protection from having some groups of students "picked on" a lot?			
16. Is there an elimination of racist or discriminatory practices?			
17. Are special needs students well integrated throughout the school culture?			
18. Is shared decision making used as the governance policy?			
19. Are there school sponsored and classroom supports for second language learners?			
20. Are issues of bias and discrimination addressed through the counseling			

program?			
21. Do parents and community serve as classroom resources?			
22. Is there a year-round commitment to multiculturalism?			
23. Do teachers and administrators operate in a fair and equitable manner?			
24. Are girls equally represented in advanced or competitive math activities?			
25. Do students and staff have equal access to computers and other resources?			
26. Is the school equipped with provisions for special needs populations?			
27. Do school practices avoid compromising the religious rights of students?			
28. Is the school viewed as a "hub" of resources in the community?			
29. Is there proportional diversity among the school staff?			
30. Do all students have an equal opportunity to experience success in school?			

5b. Scoring Guide (ELCC Standards 2.1, 4.1, 4.2, 4.3, 4.4, 6.1, 6.2)

STUDENT INTERVENTION SUPPORT PLAN SCORING RUBRIC

1. Student discussed family/community concerns that may be affecting the student's success in school

1	2	3	4	5
Approaches		Meets		Exceeds

2. Student explained efforts to engage business, religious, and governmental organizations for family support.

1	2	3	4	5
Approaches		Meets		Exceeds

3. Strategies were identified to involve parents and family members in addressing the needs of the student.

1	2	3	4	5
Approaches		Meets		Exceeds

4. Creative approaches were used to research public information and expert consultation of benefit to family.

1	2	3	4	5
Approaches		Meets		Exceeds

5. Student listed agency referrals for collaborations with family

1	2	3	4	5
Approaches		Meets		Exceeds

6. Student discussed how the family was included in the development of the support plan and all subsequent decision making sessions.

1	2	3	4	5
Approaches		Meets		Exceeds

7. Student demonstrated cross-cultural competence of diversity issues and their effect on school success

1	2	3	4	5
Approaches		Meets		Exceeds

8. Student demonstrated sensitivity toward the different perspectives of all students.

1	2	3	4	5
Approaches		Meets		Exceeds

Overall Score:

1	2	3	4	5
Approaches		Meets		Exceeds

SECTION IV – EVIDENCE FOR MEETING STANDARDS
ASSESSMENT 7 (Required) Professional Knowledge, Skills and Dispositions

Comprehensive School Budgeting Project

1. Description of Assessment

In EDAD 633, Finance and Resource Management, the *Comprehensive School Budgeting Project* assesses candidate knowledge and ability to effectively and efficiently manage school operations in a manner that promotes the success of all students within the larger political, social, economic, legal, and cultural context. The assessment consists of two parts: a case study and a comprehensive budget development simulation.

2. Standards Alignment

The Comprehensive School Budgeting Project is designed to measure the elements of Standard 6 and is divided into two parts. Part I is a case study that explores the meaning behind the legal requirement of a “free public school,” the impact of school fees on low income level students, the due process rights of students, equal protection of the laws, and the concept of equitable use of public money. Part II is a simulated budget development project that allows candidates to engage in a comprehensive and integrative budgeting process at the building level.

The following standards-based expectations are assigned:

Element 6.1: Candidates understand and can advocate for school students, families, and caregivers.

Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

3. Analysis of Findings

In 2011-2012, 100 percent of the 63 candidates met or exceeded the ELCC Standards in 10 of the 12 indicators for meeting the standards. Ninety-nine (99) percent of the candidates met or exceeded the other two indicators for meeting the standards. In Fall, 2012, the ELCC Standards changed. In spite of the changes in the standards, 90 percent of 33 candidates met or exceeded the standards in the 2012-2013 year. In 2013-2014, 92 percent of the 24 candidates met or exceeded the standard. In 2012-2013, 9 percent of the candidates did not meet minimum standards and in 2013-2014, 8 percent did not meet minimum standards. These candidates received additional coaching from the faculty through scheduled meetings and discussions to ensure that the candidate understood the content and the available resources that could be used. A review of the scores on the assessment by the faculty led to the belief that the scores are a reflection of candidates’ having limited opportunities to utilize

those skills needed in anticipating emerging trends and changes and understanding how their influence can impact the school's success. Following a review of course grades for that academic year, faculty felt that it was difficult to make a determination of the reasons that a very low number of candidates exceeded the standards during that time. The course content will undergo a review and reevaluation to ensure that it provides the information needed to satisfy the requirements of the standard and that the assessments are uniformly administered by various faculty members, both new and returning. Attention will be given to ensuring that there is appropriate alignment between the assessment and course content. Time has been made in the director's schedule to allow closer monitoring of the delivery of instruction in the classrooms through periodic observations and feedback to the instructors who are teaching the course.

4. Evidence of Meeting the Standard

Candidates have shown mastery of the standards using the assessment that was comprised of a case study and a simulated budget project. Candidates' performance of meeting and exceeding the standards by 100 percent, 90 percent and 92 percent over the three semesters supports mastery of the elements of the standard. A score of 3 (**exceeds the standard**) was awarded to candidates who showed superior performance on the assessment and exhibited a solid and complete mastery of the subject matter and its application. A score of 2 (**meets the standard**) was awarded to candidates who showed good performance on the assessment and exhibited an understanding of the subject matter and its application. A score of 1 (**approaches the standard**) was awarded to candidates who showed adequate performance on the assessment, but exhibited a lack of clear understanding of the subject matter and/or its application.

5a. Assessment Tool Comprehensive School Budgeting Project

Standard 6: A building-level education leader promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

The following pages contain copies of the final assessment for Standard 6. Although other standards are also addressed in this assessment, it is primarily intended to address Standard 6.

The assessment is broken down into two parts.

- The **first** part is a case study. Candidates read the case study and answer the questions at the end. Specific directions are included immediately before the questions.
- The **second** part is a simulated budget development project that is contained in the candidates' textbook, Sorenson R. & Goldsmith L. (2006). *The Principal's Guide to School Budgeting*. CA: Corwin Press. The project follows a school budgeting process that is described throughout the textbook. This process lends itself easily to actual school budgeting, with some modifications for the specific requirements in a particular school or school district.

Directions:

1. Read the case study and answer the questions at its end. Be sure to follow the directions as to what the answers must include.
 - a. This part of the assessment is an **Individual Assignment**.
 - b. This part of the assessment should be put in a folder with the candidate's name and class information on the cover and turned into the professor by the due date.
2. Read all of the Notes & Directions for the Budget Development Project. Follow the directions.
 - a. This part of the assessment is a **Group Assignment**; groups to be determined prior to the beginning of the assessment.
 - b. This part should be placed in a 3-ring notebook and divided by sections as noted in the directions. Only one copy should be turned in, with all group members' names included.
3. NOTE: For both parts, read everything carefully and make sure you follow the directions and include all of the relevant information.
4. All work is to be done on a computer using a 12 point font.

PART I A Case Study

"Advanced Placement Courses: Do Prohibitive Costs Exclude Financially Disadvantaged Students?"

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Brimstein et al. *Journal of Cases in Educational Leadership*.2000; 3: 15-22

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Abstract

This case addresses the guarantee of a free public education for all students, and focuses specifically on how the requirement that students purchase their own books and supplies for advanced placement courses affects the promise of equal educational opportunity. Although there is no correlation between wealth and intellectual ability, financially disadvantaged students may feel compelled not to enroll in advanced placement courses because of their inability to pay. This de facto denial of access threatens the fundamental promise of free public education. Restrictive costs related to advanced placement courses perpetuate an education system that cultivates opportunity only for those who can afford it.

Background

Beacon Heights Central School District is a large, suburban school district some 20 minutes outside of a metropolitan area known for its high-tech industries. The town of Beacon Heights is a bedroom community, comprised mainly of professionals who work in the urban area and choose to reside outside the city. Before a rapid building expansion that accompanied the high-tech boom in the 1980s and created the Beacon Heights development, the region was mainly agricultural. As a result, the school community represents a mix of children, the majority of whose parents are considered professional and the minority of whose parents base their income on farming. The issue of development remains a contentious one, especially among local farmers whose tax rates have risen considerably over the past two decades.

The Beacon Heights Central School District serves 3,600 children. Its high school houses 1,400 students. Over 80 percent of the student population is white/non-Hispanic. Fifteen percent are of Asian heritage. A more thorough demographic study reveals that approximately 65 percent of all students' parents have earned post-secondary degrees. Of these parents, approximately 40 percent hold advanced degrees. Fewer than ten percent of the students enrolled at Beacon Heights qualify for the free or reduced lunch program, suggesting a general affluence within the community and perhaps helping to explain a reduced awareness of and concern for needy students residing within the district.

Since the construction of the expansive new school campus, school officials have placed emphasis on gifted and talented programs at all grade levels across curricula within Beacon Heights School District. At the K-6 level, for example, an extensive enrichment program is firmly established and generates a tremendous amount of parental support. Acceptance into this program is competitive as well. Once identified, a young student who demonstrates academic promise is placed into a classroom of similar ability students. Instruction at this level is designed for enriched learning opportunities. It incorporates innovative methods intended to stimulate curiosity, encourage cooperative problem solving, guide creative thinking, and lay the foundation for continued academic excellence. District support for the elementary gifted and talented program is best reflected in its recently passed budget in which per-pupil expenditures are nearly twice that for average students.

Upon entering middle school, the gifted and talented sequence evolves into a slightly different program blocking more select students into honors classes. These accelerated students continue to receive enriched learning opportunities but are pushed a little faster than their peers. Gifted and talented students often work at a grade level or two ahead of the rest of their classmates. Honors classes continue into high school where gifted and talented students enroll in numerous advanced placement courses beginning their junior year. Some of these students have completed high school with as many as 30 college credits.

Although these students benefit intellectually by studying at a post-secondary level while in high school and financially from the cost savings associated with earning college credit at greatly reduced costs, these courses also constitute the culmination of an approved curricular sequence, a route encouraged by the school district. Beacon Heights is extremely proud of its honors program and the students it produces. As these students represent the school positively and score high on all state mandated testing, the school district is consistently ranked as one of the best in the state.

The Problem

For the better part of a student's educational experience within the honors program at Beacon Heights, the school district absorbs all costs for textbooks, materials, and field trips associated with participation in these courses. In other words, the cost of an enriched curriculum associated with these programs is included in the budget of the Beacon Heights School District because these courses are approved curricular offerings.

In high school, honors program students choose to enroll in advanced placement courses in which they have either shown the most interest or have demonstrated the most ability. At this level these students begin to incur expenses such as the cost of textbooks, safety equipment, testing fees, and other miscellaneous items required for each particular course in which they enroll. The rationale of the school district is that because these students receive college credit, they should carry some of the cost associated with these courses, even though these same courses are used to satisfy graduation exit standards.

The school district groomed these students to participate in advanced placement courses. Few students or parents have ever questioned the costs associated with this advanced opportunity. Payment is required to receive an education consistent with the path of their schooling to date, despite the fact that no equivalent options are available.

Cost of a Comprehensive Education

When Karen McDonald, the youngest daughter of one of the community's agricultural families, finished her sophomore year at Beacon Heights High School, she scheduled a meeting with her counselor, Mr. Robert Brown, to discuss her junior year scheduling options and to plan her senior year as well. Karen's main concern was how she, as an honors student, could construct a challenging course schedule during her remaining years at Beacon Heights. She wanted to remain attractive for admission into a highly competitive university by demonstrating academic excellence in the most difficult courses that her school had to offer. Karen also expressed a compelling interest in maintaining or improving her class rank, currently number two. She intended to keep her academic record full of the most challenging courses that Beacon Heights had to offer.

The option that Mr. Brown suggested to Karen was for her to receive college credit by taking advanced placement courses for which she certainly was qualified. Karen pointed out that she didn't believe that the benefits of these courses outweighed the costs associated with buying the required materials. Karen stated that she would rather not take advanced placement courses because of these costs. Mr. Brown reminded Karen that the college of her choice emphasizes pre-graduate credit. He stated, "In addition to high scores on standardized tests, your college looks for potential students who are well-rounded, participate in challenging courses, and are involved in extracurricular activities." Mr. Brown and Karen continued to discuss the likelihood that Karen would qualify for scholarship opportunities because of her academic abilities. She knew that to remain competitive, she had to do well in tough courses, and that meant advanced placement courses at Beacon Heights.

Karen's ultimate goal is to pursue a career in biomedical research. She told Mr. Brown, "When I spoke recently with an Ivy League representative, he told me to continue on the path I am on and do my best during my junior and senior years." Karen wanted to do well in challenging courses, those consistent with her talents and ambition. She needed to enroll in courses that would provide a rigorous and relevant curriculum. It was clear to Mr. Brown that Karen expected to continue taking courses that provided the high level of stimulation and quality of instruction that she had become accustomed to throughout her ten years in the gifted and talented program at Beacon Heights.

Mr. Brown continued to map out all possible course options available to Karen. Apart from physical education and other non-academic electives, the only course opportunities to engage Karen meaningfully were the advanced placement offerings. Appearing slightly nervous, Karen mentioned, "I know that math and science AP courses will help prepare me for college, but I am not so sure about the money I'll need for materials. The textbook for last year's AP physics cost \$95 alone. I'm not sure we can afford three AP classes in a year. Between textbooks, supplies and fees I'll need close to \$500. That's too much money, I think."

Mr. Brown suggested that these expenses were a small price to pay for the opportunity to receive college credit while still in high school. He knew that the prospect of taking and mastering challenging courses appealed strongly to Karen, but was slow to understand the legitimacy of her concern. No one in the past ever questioned these charges; then again none of the students in advanced placement courses ever had the need to question them. Mr. Brown later discovered that Karen's family was struggling financially to maintain its farm and that her father was resentful

toward the school district. Even if he had the money, Karen's father was unlikely to contribute any money to Beacon Heights other than the school taxes he felt overburdened by.

When Karen and Mr. Brown next talked, he said, "There is an excellent chance that you'll receive federal grant money under something called Title XV." Title XV, Part G of the Higher Education Amendments of 1992, provides assistance for students for the fees required to take advanced placement exams. He suggested to Karen, "All you have to do is prove economic hardship or show disadvantage. I know it won't pay for your textbooks or anything like that but at least it will pay for some of your expenses." Karen became defensive and asked, "Why should I have to answer questions about my family's finances? Does anyone else have to answer these questions in order to take AP classes or exams? I don't think so. But you're asking me to. That's not fair and I thought that I could trust you!" Tears formed in her eyes yet Karen regained her composure and then indicated that she wanted to continue in the enriched curriculum program offered by the district even if that meant advanced placement courses. She needed the challenges and associated rewards. She needed advanced placement courses on her transcript. The session came to a close with a pledge by Mr. Brown, "I will see what I can do Karen. I promise I'll look into this for you. If there is a way to do this discreetly, then I'll find it. OK? "

The following day, Robert Brown caught up in the hallway with Margaret Cleary, the building principal. As promised, he inquired into expense reimbursement for the books and materials associated with advanced placement courses. Mrs. Cleary explained, "These courses provide our students with a vigorous curriculum at the college level. These kids get college credit for AP courses. Besides, the fees our kids pay for these courses are standard across the nation." Mr. Brown replied, "I understand this in respect to the cost of the advanced placement exams because that's where the actual college credit comes from, but I'm not so sure about the other costs especially textbooks and required material such as safety equipment. You know, for every other course we supply the textbooks. Why don't we also provide AP texts too? Nobody says the students have to keep the books. The school can maintain a classroom set like they do for all the other sections." Mrs. Cleary restated that these fees had always been part of the courses and that the community had always supported these courses. "Our district provides many opportunities for enrichment. The buck has to stop somewhere." Mr. Brown replied passionately, "Even if that means for the one kid who has no money?" Principal Cleary, however, encouraged Mr. Brown. "Why don't you look into the matter further? I know that you're concerned about these costs and your student." She recommended that he approach Richard Salmon, the superintendent, to get his views on the subject. With this encouragement, Robert Brown sent the following electronic mail to the superintendent:

Hello Dr. Rick:

After meeting with a student at the high school, I have developed a concern regarding some of the expenses that students are faced with when enrolling in advanced placement courses here at the high school. We know that students pay for the opportunity to take AP exams to receive college credit. However, it has come to my attention that in some cases, the students have to pay for miscellaneous items like calculators for math classes and safety goggles for their science labs, and are asked to purchase the required textbooks. At the high school, we work with a number of students that come from families that are facing economic hardships. I know of a federal program that will help disadvantaged students pay for exam fees, but I don't believe we have communicated this funding

opportunity to the parents very well. My bigger concern is that the additional costs that are mentioned above will become an issue as well. Can we continue to charge for these items if we require them to enroll in a course?

My question is, are these practices in any way a violation of the "free education" component of the constitution? Is there any violation of the student's rights to due process or equal access laws? I can envision a student not being able to take one of these courses because of the potential costs associated with these courses. Finally, are we in any way discriminating against some of our students based on the lower income level of the families?

I look forward to your feedback on this issue and appreciate the time that you take to address these issues.

Sincerely,

Robert

QUESTIONS FOR HYPOTHETICAL

“Advanced Placement Courses: Do Prohibitive Cost Exclude Financially Disadvantaged Students?”

Every state in America guarantees a free public education to all students. This means, in theory, that all students must have equal educational opportunity. In addition, public school funds must be used equitably, and the use of such for individual students must be done in accordance with due process and fairness. After reading the “Advanced Placement” hypothetical, please answer the following questions. Be sure to:

- Be specific in your answers
 - Be sure to provide support with case law, statutory law or other as appropriate.
 - Identify which ELCC Standards are addressed in your answer and why.
1. This case is concerned with the promise that all students have the right to a free public education. What do you think constitutes “free?”
 2. Using internet databases through the Trinity Library identify the language in the State constitution and state laws regarding a “free public education” for *three different states*. For each state, in addition to identifying the relevant legal language, identify whether or not you think the passage provides guidance in this situation and why. You may use three states of your choosing for this question.
 3. The case study identifies that in the Beacon Heights Central School District, High School AP classes “constitute the culmination of an approved curricular sequence” for some students. Further, students in AP classes receive a potential financial benefit beyond high school in the form of college credit. Given these facts, along with the requirement that all students have equal educational opportunity, explain whether or not you believe, and why, that requiring fees for AP textbooks and the AP final exam
 - a. Violates the idea of a free public education.
 - b. Violates a student’s due process rights
 - c. Violates a student’s equal protection
 - d. Creates an environment of discrimination against low income students
 4. While many disadvantaged families complete the required verification of their financial need in order to participate in the National School Lunch Program (Free & Reduced Lunch), many other families may not qualify, or choose not to apply, and live on a very tight budget. Still others may encounter unexpected financial hardship during the school year. If a family claims financial need, but has not completed the “School Lunch” paperwork, is it proper for schools to require some type of financial need verification before providing some type of financial assistance? As in this case, people have pride. Remember that school funds must be used equitably.
 5. What concerns or problems might arise if the Beacon Heights School District were to agree to pay this student’s costs associated with some or all advanced placement courses in which she chooses to enroll? Be specific in your answer.
 6. What other possible solutions could the principal, Mrs. Cleary, explore to find funding for the all of the costs of the advanced placement courses?
 7. What might be the best approach for Mrs. Cleary to use in discussing this situation with Karen’s parents?

8. Today's headlines are about the growing number of special fees public schools in our area are charging students, especially for curricular classes. Fees include computer fees, lab fees, workbook fees, and more. How, specifically, does this case apply to those types of fees? Do the fees violate the concept of a "free public school?"
9. As an administrator, what will you do to promote opportunity, regardless of ability to pay, for all students?

PART II

The Budget Development Project

The Budget Development Project consists of the implementation of an integrated budget model at a fictitious elementary school in a fictitious school district. The project is included as a culminating activity in one of the required textbooks, Sorenson R. & Goldsmith L. (2006). *The Principal's Guide to School Budgeting*. CA: Corwin Press.¹

Candidates will engage in a school-site-based decision making process that integrates vision, planning, and budgeting. Materials for the assignment contain information about the school, existing relevant legal mandates, as well as data from the school.

Candidates are expected to work in groups and complete the requirements of this project, which are based upon the authors' budgeting procedures. These procedures are contained throughout the textbook, and are repeated in very brief form below. Do not, in any circumstances, rely solely on the notes below. The notes are intended to clarify the specific requirements of the project listed on page 184 of the textbook. Candidates are expected to refer to previous chapters in the textbook for further clarification.

To begin, read all of pages 180 to 194. **Do not** read page 195 yet.

Second, turn to page 184 and complete the first three sections; the notes and directions on the following pages will provide some clarification for the sections.

Third, after completion of sections 1, 2, and 3, you may follow section 4 and read page 195. Complete as required.

All work should be presented in a 3 ring binder, divided into the following three sections (note that 1 & 2 are together). Be sure to clearly identify each individual component. Only one copy per group should be turned in.

Sections 1& 2: The Integrated Budget Model (Sorenson & Goldsmith, p. 184)

Candidates must engage in and write up the following activities

1. Define Stakeholders: Candidates must give consideration to all of the various stakeholders in the community.
2. Selection of stakeholders: Candidates must make sure of any legal mandates in this regard, and then set up a collaborative planning committee. Clear procedures must be implemented as far as committee size and structure. Careful consideration must be given to diversity, committee member training, and the staggering of terms. The committee members must be appropriately utilized as the collaborative planning process begins with the following steps.
3. Needs Assessment: Candidates must gather the necessary data in order to properly make planning and budgeting decisions. Both hard and soft data must be collected. Candidates must also consider the impact any federal, state, or local programmatic initiatives may have on student performance. Candidates must identify the needed data and its source.

¹ Pages 180 – 195.

4. **Data Analysis:** Candidates must measure, analyze, and manage the data collected in #3. Candidates must link the data to the development of effective strategies to optimize student performance. They must recognize any possible causal factors.
5. **Needs prioritization:** This must be accomplished using the knowledge gained from step #4. Candidates will discover that there are more needs than resources, and must engage in a collaborative decision-making process to prioritize needs.
6. **Goal Setting:** The process of goal setting will help unify the stakeholders by providing them with meaning and purpose. The goals should be driven by student-performance-based needs and consistent with the school's vision and mission.
7. **Performance Objectives:** Candidates must create data driven performance objectives that are specific, measurable, and have expected outcomes for all student populations in the school.
8. **Action Plan:** Candidates are directed to create an action plan in a specific format that includes all of the above components. The action plan is broken down into a number of "action plan strategy pages" where each page addresses one prioritized need. Each strategy page should be aligned with the goals and objectives and must contain specific activities to address the specific need, as well as the necessary resources, personnel and evaluations.

Section 3: The Campus Budget (Sorenson & Goldsmith, p. 184)

1. **Budget Plan:** Candidates should begin the budgeting process in tandem with developing the action plan. Candidates must consecutively project all anticipated income, identify all needed programs, and project current and future attendance so as to be sure to seek local funding allocations that will serve the needs of all students in the building.
2. Candidates will create a campus budget for the fictitious elementary school that includes each of the following items, as described in the textbook. Be sure to clearly identify each item below.
 - a. Descriptive Narrative
 - b. Programmatic Identifiers
 - c. Mission Statement:
 - d. Student Enrollment Projections
 - e. Analysis of Academic Action Plan
 - f. Needs Assessment and Priority Analysis
 - g. Teacher/Student Distribution Table
 - h. Faculty Distribution Table
 - i. Forecast of Population Trends using Cohort Survival Method.
 - j. Any Above-Basic Personnel Requests and Justifications
 - k. Allocation Statement Table and Narrative
 - l. Distribution of Funds Table and Narrative
 - m. Final Budget Compilation w/Accounting codes, descriptors and dollar totals, utilizing the fund, function, object, subject, organization, fiscal year, and program intent codes, as identified in the textbook.

Section 4: A Memorandum (Sorenson & Goldsmith, p. 184)

After Sections 1, 2, and 3 have been completed, candidates are to read the Memorandum on page 195 at the end of the information packet and follow the directions.

ELCC NOTE: *A packet of materials, including school data, is contained in the textbook on pages 180 – 195.*

5b. Scoring Rubric

Part I: A Case Study

Candidates must answer nine questions

Score of 3: Exceeds the Standard:

Candidate fulfills all elements of what is required to Meet the Standard in exemplary fashion and, in addition, uses creative thinking to address the questions with fresh, contemporary solutions which include all stakeholders; answers demonstrate clearly that educational leadership is guiding the process effectively.

Score of 2: Meets the Standard:

Candidate answers all nine questions

At least one pertinent ELCC Standard is referenced for each response.

All responses are accurate in terms of legalities and facts.

All answers are complete in being responsive to the question.

All responses or solutions suggested are feasible.

All stakeholders are represented in the responses, as appropriate.

The overall quality of the responses is effective and ethical.

Score of 1: Approaches the Standard:

Any one of the following may result in a score of "Approaches the Standard," meaning that expectations were not met satisfactorily in the assessment:

Candidate fails to answer all questions fully.

ELCC Standards are not associated with responses.

Responses are inaccurate, legally and/or factually.

Answers are incomplete or non-responsive to the questions.

Suggested solutions are not feasible.

Stakeholders are not fully or appropriately represented.

The overall quality of the responses is not effective or not ethical.

Part II: A Budget Development Project

Each candidate will be given the role of a stakeholder of a local school (e.g., parent, teacher, community member, principal, custodian, etc.); candidates must work as a group to develop the local school budget based on data and other information provided by the school district.

Score of 3: Exceeds the Standard:

Candidates fulfill all elements of what is required to Meet the Standard in exemplary fashion and, in addition, use creative means to develop the budget with fresh, contemporary recommendations and plans that involve and include all stakeholders; it is evident that educational leadership is guiding the process effectively.

Score of 2: Meets the Standard:

All stakeholders participate in the budget development process; each one plays his or her role appropriately.

A feasible budget is developed within the constraints determined by the school district and federal requirements.

The budget is mathematically accurate.

ELCC Standards are referenced as appropriate.

Each stakeholder is properly represented in the budget.

The group reaches consensus on the final budget plan.

A final product—a balanced local school budget—is presented.

Score of 1: Approaches the Standard:

Absence of any one of the following conditions may result in a score of “Approaches the Standard,” meaning that expectations were not met satisfactorily in the activity. Although the exercise is a group effort, it is possible that members of the group will earn different scores based upon their individual execution of the task.

Participation is lacking from one or more of the stakeholders, even after the meeting facilitator elicits participation from everyone.

The budget which is developed does not stay within the confines of federal or district policy and regulations.

The budget is otherwise not feasible (e.g., depends upon funds not in evidence, proposes the hiring of unavailable personnel, etc.).

ELCC Standards are not cited appropriately.

Representation of all stakeholders is not in evidence in the budget funding or plan, regardless of their participation or lack thereof.

Consensus is not reached on the final budget plan, or there is evidence of disharmony or disagreement among team members.

The team fails to deliver a balanced local school budget.

SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 8 (Optional) Additional Assessment of ELCC Standards

Standards Portfolio/Final Project

1. Description of the Assessment

The Standards Portfolio, or Final Project, serves as the culminating assessment in the Educational Administration Program. The portfolio in EDAD 627/628, Internship in Administration III and IV, documents the candidate's success in achieving the *2011 ELCC Educational Leadership Program Standards* by showing how the experiences in the internship and the coursework have prepared the candidate to meet the ELCC licensure standards and Office of the State Superintendent of Education (OSSE) certification requirements. Documentation of administrative activities and class work related to the standards is compiled into the Final Project over the two--year period.

2. Standards Alignment

The Standards Portfolio is directly aligned with the *2011 ELCC Educational Leadership Program Standards* in that the candidates are expected to provide evidence of their understanding of all of the elements related to Standards 1 through 6. The Standards Portfolio is organized and tabulated by standard to include a narrative addressing the candidate's attention to each standard and their corresponding elements throughout the program. Candidates are directed to begin preparing for the Standards Portfolio in the first year of the program by organizing all relevant documentation by standard, e.g., course assignments, internship work samples, professional readings, leadership agendas, etc. Each candidate is required to earn a grade of "B" or better on the Standards Portfolio in order to qualify for graduation; candidates will retake the course as continuing enrollment if the grade earned on the Standards Portfolio is "B" or lower. A scoring panel made up of the University Supervisors and the Director of the Program evaluates each candidate's portfolio for quality and completeness in the extent to which all elements of each standard are satisfied. Portfolio evaluators rate the depth of understanding of each standard element based on the quality of the candidate's description of experiences related to each element of the ELCC standard. Evaluative decisions are determined by the consensus of the portfolio evaluators.

3. Analysis of Findings

Candidates demonstrate their understanding of the ELCC Standards: 1, 2, 3, 4, 5, and 6 at a high rate of accomplishment as measured by the Standards Portfolio. Candidates demonstrate their ability to explain how they implemented the standards in class activities and in real settings in their internship sites. Portfolio narratives illustrate candidates' ability to recognize the interrelated nature of the standards and the principal's role in addressing all of the standards in order to facilitate an effective school operation. A review of performance outcomes shows that over the three-year period, over 90 percent of the total candidates met or exceeded the one through six standards: 95 percent did so in 2011-2012; 97 percent in 2012-2013; and 94 percent in 2013-2014.

The *2011 ELCC Educational Leadership Program Standards* were introduced in Fall 2012. The candidates were required to use the "elements" of the standard instead of the "performance

objectives” in the writing of the essays. The range of candidates not meeting the standards is from 2 percent to 6 percent over the three-year period. It is thought that this change was reflected in the results in the 2013-2014 year, an increase in the number of candidates not meeting the standard and an overall decrease in the average percentage of candidates meeting or exceeding the standards. As a result, candidates are now monitored closely and frequently to provide guidance when writing the essays in the Final Project. Over the three-year period, there has been an increase in the number of candidates who have “exceeded” the standards while the number of candidates “meeting” the standards has decreased. In 2011-2012 and 2012-2013, candidates demonstrated their best performance on Standard 5 (Professional Ethics) at 96 percent in 2011-2012 and 97 percent in 2012-2013, but had a lower performance at 94 percent of the candidates meeting or exceeding the standard. It was determined that some on-site mentors when evaluating the intern, failed to indicate a rating in the subscale for fairness, integrity and fairness. When introducing the Intern Evaluation Form to the On-site Mentors, the University Supervisors will ensure that the On-site Mentor is aware that this rating must be indicated in two places on the Intern Evaluation form.

The average percentage of candidates exceeding the standards was 74 percent in 2011-2012, 78 percent in 2012-2013, and 70 percent in 2013-14 respectively. In 2011-2012, 4 to 6 percent of the 48 candidates failed to meet minimum standards, 3 to 5 percent of 78 candidates in 2012-2013, and 6 percent of the 49 candidates in 2013-2014. Candidates failing to meet the minimum standard must repeat the course. The increase in the percentage of candidates who failed to achieve the minimum performance requirements of the assessment and the decrease in the percentage of candidates who “exceeded” the standard from 2012-2013 to 2013-2014 requires further study to determine possible causes and solutions.

The portfolio scoring process involves a scoring panel made up of the University Supervisors and the Director of the Program who evaluate each portfolio according to the scoring rubric. The scoring rubric was improved to provide scoring for each “element” of the *2011 Educational Leadership Program Standards* as it appears in the essay in the portfolio. Although less than 7 percent of the 175 candidates ranked in the category of “Approaches” the standard over the last three-year period, the average percentage of candidates ranking in the “Exceeds the Standard” category continues to be over 70 percent of the 175 candidates. During the scoring process, candidates are scored on their writing skills using the School of Education’s rubric for writing. The average of the two scores is the final score for the candidate for the portfolio.

4. Evidence of Meeting the Standard

The scoring process assures that candidates provide clear evidence of meeting the standards. Each scoring panel participant is required to record whether the candidates have addressed all elements of each standard with clear understanding in order to qualify for graduation. The commendable performance results of candidates completing the Standards Portfolio is commensurate with candidate outcomes of 100 percent passing, 92 percent passing, and 86 percent passing rates for SY 2011-2012, 2012-2013, and 2013-2014 respectively on the School Leaders Licensure Assessment. We continue to be challenged by the decrease in the number of candidates who either do not take the test or take the test but do not have the scores sent to the institution. At this time, candidates have the option of working in charter, parochial, and private schools that do not require the SLLA.

5a. Assessment Tool

ELCC Standards Portfolio

Each candidate in the second year of the program completes a standards portfolio which documents the candidate's success in achieving the *2011 ELCC Educational Leadership Program Standards*. Documentation of administrative activities and class work related to the Standards is compiled over the two-year period and is included in this Portfolio. The portfolio is organized and tabulated by standard to include a narrative addressing the candidate's attention to each skill related to the seven standards.

The *Introduction of the Portfolio* includes an overview of the internship, the candidate's professional goals, personal resume, philosophy of education, and the candidate's reason for enrolling in the program.

5b. Scoring Guide

The rubric for grading the Standards Portfolio was developed by the National Policy Board for Educational Administration, which has assessed the ELCC Standards. The ELCC Portfolio Scoring Guide is used by each member of the scoring panel in assessing each candidate's portfolio.

Standards Portfolio Grading Rubric (ELCC Standards 1.0, 2.0, 3.0, 4.0, 5.0, 6.0)

A = Rubric Average 5.0

B = Rubric Average 4.0

C = Rubric Average 3.0

F – Rubric Average less than 3.0

5 – Excellent	The candidate has provided evidence for all of the issues mentioned in the standard. The candidate shows a full understanding of the Implications of the standard for practice. The standard's expectations could not be answered more completely.
4 – Very Good	The candidate has provided evidence for $\frac{3}{4}$ of the issues mentioned in the standard. The candidate shows a full understanding of the implications of the standard for practice. The answer is a competent reply to what the standard expects.
3 – Acceptable	The candidate has provided evidence for $\frac{3}{4}$ of the issues mentioned in the standard. The candidate does not demonstrate a full understanding of the implications of the standard for practice. While the candidate's explanations address the issues, those explanations could be better developed.
2 – Needs Work	The candidate has provided evidence for $\frac{1}{2}$ of the issues mentioned in the standard. The candidate does not demonstrate a full understanding of the implications of the standard for practice. The candidate's explanations need to be more fully developed.
1 – Insufficient	The candidate has provided evidence for less than $\frac{1}{2}$ of the issues mentioned in the standard. The candidate does not demonstrate a full understanding of the implications of the standard for practice. The candidate's explanations are inadequate.

**EDUCATIONAL ADMINISTRATION PROGRAM
FINAL PROJECT**

Candidate

Evaluator

Date

Evaluator

Date

	Needs work (1 or 2)	Acceptable (3)	Very Good (4)	Excellent (5)	Notes
ELEMENTS	Limited evidence of content of standard and limited understanding of implications of standard for practice (5 or less)	Evidence for ¾ of content of standard but not a full understanding of implications of the standard for practice (6-7)	Evidence for ¾ of content in standard and demonstrates full understanding of the implications of the standard for practice (8-9)	Evidence for all of the standard and demonstrates full understanding of implications of the standard for practice (10 or more)	
1.1 Collaboratively develop, articulate, implement, and steward shared vision					
1.2 Collection and use of assessment data					
1.3 Promote continual and sustainable school improvement					
1.4 Monitor and revise school plans with stakeholders involvement					
2.1 Promote positive school culture					
2.2 Create comprehensive instructional program					
2.3 Develop and supervise instructional and leadership capacity of school					

2.4 Promote technologies to support teaching and learning					
3.1 Manage and monitor school management and operational systems					
3.2 Manage human, fiscal and technological resources					
3.3 Promote welfare and safety of students and staff					
3.4 Develop school capacity					
3.5 Management of time to support instruction					
4.1 Collaborate with families and community					
4.2 Mobilize community resources					
4.3 Understand building and sustaining positive school relationships with families and caregivers					
4.4 Understand building of sustaining relationships with community partners					
5.1 Acts with integrity and fairness					
5.2 Acts ethically					
5.3 Safeguards democracy, equity, and diversity					
5.4 Understand moral and legal consequences of decision-making					
5.5 Promote social justice					
6.1 Advocate for students, families, and caregivers					
6.2 Acts to influence decisions affecting student					

learning					
6.3 Anticipate and assess emerging trends and initiatives					

ESSAY: _____ WRITING: _____ FINAL SCORE: _____

	Does Not Meet 1 65 70 75	Meets 2 80 85 90	Exceeds 3 95 100
Content	<p>Work does not fulfill all requirements of the assignment. The topic is covered superficially or incompletely.</p> <p>Work may contain irrelevant information, multiple inaccuracies, or a glaring inaccuracy.</p> <p>Assertions may be inadequately supported by evidence.</p>	<p>Work fulfills all requirements of the assignment. The topic is covered sufficiently.</p> <p>Nearly all information relevant and accurate, although work may include some minor inaccuracies.</p> <p>Assertions are adequately supported by evidence.</p>	<p>Work fulfills all requirements of the assignment. The topic is covered in depth.</p> <p>All information is accurate and relevant. Assertions are clearly supported by evidence and/or further analysis.</p> <p>Effective use is made of external sources, which are appropriately acknowledged. One or more instances of originality, creativity or insight are present.</p>

Organization/Structure	<p>Ideas are not clearly conveyed, organized, and/or connected. Work may contain irrelevant sections. Ideas may not be presented in an orderly, logical form. Transitions and headings may be missing, misleading, or deficient. Work may not have clear and appropriate sections (ex. opening, elaboration, and conclusion). Sentences may not hang together. Paragraphing does not support organization and content; paragraphing may be confusing or illogical. Work is difficult for a reader to follow.</p>	<p>Ideas are generally clearly conveyed, developed, organized, and connected. Organization generally supports meaning. Paragraphing, transitions, and headings mostly appropriate.</p>	<p>Ideas are clearly conveyed, developed, logically organized, and connected. Work has clear and appropriate sections (ex. opening, elaboration, and conclusion). Paragraphs, headings, and transitions are used effectively to provide coherence. Organization, transitions, and headings promote audience understanding; work is easy for a reader to follow.</p>
Tone, Voice and Word Choice	<p>The tone, voice, and vocabulary may be inappropriate for audience and purpose (ex., overly formal or informal; jargon-laden or overly colloquial). Multiple or confounding errors in word choice or use or extremely limited vocabulary.</p>	<p>Tone, voice, and vocabulary most often appropriate for audience and purpose. Few errors in word choice or use.</p>	<p>Tone, voice, and vocabulary are appropriate for audience and purpose throughout. Word choice and use are error-free. Sophisticated selection of words enhances work.</p>
Mechanics/Conventions	<p>More than one or two typos or errors in mechanics (spelling, capitalization or conventions of Standard English usage including subject-verb agreement, and correct verb tense).</p>	<p>One or two minor typos or errors in mechanics. Adheres to Standard English usage, although there might be one or two lapses.</p>	<p>Absolutely no typos or errors in mechanics or Standard English usage.</p>
Sentence Structure	<p>Poor sentence structure interferes with meaning. Awkward or incomplete sentences interfere with a reader's understanding of the intended meaning. Sentences may be incomplete, choppy, rambling, awkward, or verbose.</p>	<p>Sentences are complete, grammatical, and concise. Sentences convey intended meaning.</p>	<p>Sentences are well built, grammatically correct with strong and varied structure. Meaning is enhanced through sentence construction.</p>

Documentation	APA document guidelines are not appropriately applied. Multiple errors in APA style requirements.	APA document guidelines are appropriately applied with few, if any, inaccuracies.	APA document guidelines are appropriately applied.
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FINAL SCORE: _____/100

5c. Candidate Data Derived from the Assessment

The tables below summarize the data collected over the last three academic years:

Standard	Final Project																	
	2011-2012						2012-2013						2013-2014					
	Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
1	2	4	11	23	35	73	2	3	16	21	60	77	3	6	10	20	36	73
2	3	6	10	21	35	73	3	4	13	17	62	79	3	6	10	20	36	73
3	3	6	9	19	36	75	3	4	14	18	61	78	3	6	11	22	35	71
4	3	6	10	21	35	73	2	3	15	19	61	78	3	6	9	18	37	76
5	2	4	9	19	37	77	2	3	14	18	62	79	3	6	15	31	31	63
6	3	6	10	21	35	73	2	3	16	21	60	77	3	6	14	29	32	65