

**PROGRAM REPORT FOR
THE PREPARATION OF EDUCATIONAL LEADERS
(School Building Leadership Level)**

Educational Leadership Constituent Council (ELCC)

C O V E R S H E E T

Institution: Southeastern Louisiana University _____ **State:** LA_

Date submitted: February 1, 2007 _____

Name of Preparer: Rayma Harchar, Ed.D. _____

Phone #: 985-549-3426 _____ **Email:** rharchar@selu.edu _____

Program documented in this report:

Name of institution's program (s): Educational Leadership _____

Grade levels for which candidates are being prepared: PK-12 _____

Degree or award level: Master of Education _____

Is this program offered at more than one site? Yes No

If yes, list the sites at which the program is offered _____

Title of the state license for which candidates are prepared

School Leader Licensure Assessment _____

Program report status:

Initial Review

Response to a Not Recognized Decision

Response to National Recognition With Conditions

Response to a Deferred Decision

State licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes **No**

SECTION 1 – CONTEXT - INTRODUCTION

The Southeastern Louisiana University Educational Leadership faculty is committed to the education of Louisiana’s future academic leaders. This commitment is supported by the adoption of the University’s College of Education’s conceptual framework and the adoption of the Educational Leadership Constituent Council (ELCC) standards. With this commitment in mind, the faculty has chosen to structure its Educational Leadership Program into three phases: Teacher Leader, Aspiring Leader, and Internship Leader (see attachment A). The phase designations are representative of the level of candidate accomplishment and represent the voyage that each Educational Leadership candidate will complete as when striving to become an effective and reflective educational leader in a diverse and technologically-oriented world.

In the Teacher Leader phase, the leadership candidate completes the first seminar(Seminar I) consisting of three integrated themes including research methods, creating a high performance learning culture, and infusion of technology skills for teaching and learning. Only after meeting the requirements for graduate school admission and completion of a Teacher Leader Endorsement, the candidate is eligible to begin the Educational Leadership program. At the successful conclusion of the Teacher Leader phase, each leadership candidate is also eligible for Teacher Leader Endorsement from the state of Louisiana. At this portal, each candidate must pass a rigorous series of screening procedures in order to be eligible to enter into the Aspiring Leader phase. In this phase, the candidate is immersed in a knowledge base sufficient in depth and breadth to form the basis for continuous self-reflection in the development of the skills and proficiencies necessary for the next educational leadership course: Seminar II, Organizational Management and Legal Issues; and Seminar III, Human Resources and Interpersonal Relations. During Seminar IV, Instructional Leadership; and Seminar V, School Leader as Change Agent, the candidate’s body of knowledge is further expanded and a requirement is in place to master the advanced skills and field-based experiences necessary to become a proficient leader.

Following the Aspiring Leader phase, the candidate is involved in a “Developing Portfolio” requirement; and developing an Action Research Proposal. Both activities must receive a proficient rating for the candidate to continue to the Internship Leader phase. This phase, titled, Seminar VI, is the capstone experience in which the candidate implements the Action Research Plan.

Authentic field-based experiences are integrated throughout each phase and facilitated by the supervision of a university mentor and certified district mentor. These experiences, building in duration and complexity, culminate in a four months course: Seminar VI, Internship. The faculty has selected key assignments and corresponding assessments that enable the candidate to self-evaluate and that allow the university faculty to assess the development of each candidate’s mastery of knowledge and skills identified in the conceptual framework and ELCC standards.

Each candidate is supported by a university mentor and certified district administrative mentor throughout the program. Candidates’ experiences are planned cooperatively by the individual, the university and district mentors to provide inclusion of appropriate opportunities for the candidate to apply skills, knowledge, and research learned during Seminars I-V. The district mentor and candidate meet weekly to plan and reflect on appropriate leadership practices and field-based experiences.

1. Description of any state or institutional policies that may influence the application of ELCC standards

The Educational Leadership faculty at Southeastern Louisiana University used the Guidelines for the Redesign of Post-Baccalaureate Education Programs of Louisiana (April 2003, Board of Elementary and Secondary Schools, Louisiana Department of Education) for the design, implementation and continuous improvement of the Master of Education Degree in School Leadership.

It is now known that it is not enough for effective educational leaders to possess only an understanding of school law, school finances, and organizational management. A recent report from the Southern Regional Education Board (SREB 2002) indicates that educational leaders also must be prepared to “understand school and classroom practices that raise candidate achievement and work with faculty to implement continuous

school improvement.” The report clearly demonstrates that how universities deliver instruction must change if candidates are to be provided real-life, problem-based learning experiences that directly impact academic improvement in schools and districts.

The State of Louisiana regularly conducts an external review process for Educational Leadership Programs in which the primary focus of the external evaluators is on the degree to which the redesigned educational leadership programs produce educational leaders who possess the knowledge, skills, and dispositions to create school environments in which improved candidate achievement and continuous school improvement occurs.

All programs must be designed to address the “New Certification Structure for Educational Leadership” approved by the Louisiana Board of Elementary and Secondary Education. The program curricula directly address the Standards for School Principals in Louisiana that are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders, and the Educational Leadership Constituent Council (ELCC) Standards for Advanced Programs in Educational Leadership. Institutions must fully address all National Council for Accreditation of Teacher Education Standards (NCATE) expectations for educational leadership programs as well as the requirements of No Child Left Behind Act (NCLB) and Individuals with Disabilities Education Action (IDEA).

All educational leader candidates in Louisiana’s New Certification Structure for Educational Leadership program will progress through two levels of educational leader certification. An additional level of certification (Superintendent) is required for employment as a local district superintendent in Louisiana. All candidates for school and district educational leadership positions (e.g., assistant principal, principal, parish or city school supervisor of instruction, supervisor of child welfare and attendance, or comparable school or district leader positions) must meet the following requirements in order to receive an entry-level certificate in educational leadership.

Candidates for Level 1 Educational Leader Certification shall meet the following criteria: 1) Hold or be eligible to hold a valid Louisiana Type A or Level 3 Teaching Certificate; 2) Have completed a competency-based graduate degree preparation program in the area of educational leadership from a regionally accredited institution of higher education; 3) Earn a passing score on the *School Leaders Licensure Assessment (SLLA)* in accordance with state requirements; 4) Persons who have met the requirements of Items 1-3 above are eligible for a Level 1 Educational Leader Certificate. Upon employment as a school or district educational leader, an individual with Level 1 Educational Leader endorsement must enroll in the two-year Educational Leader Induction Program under the direction of the Louisiana Department of Education.

All candidates must meet the following requirements in order to receive a five-year renewable professional certificate in educational leadership. Candidates for initial Level 2 Educational Leader (Professional) Certification shall meet the following criteria: 1) Hold a valid Level 1 Educational Leader Certificate; 2) Complete the two-year induction program under the guidance of a mentor trained in accordance with standards set by the Louisiana Department of Education and outlined in Bulletin 741, *Louisiana Handbook for School Administrators*. The induction period begins upon the individual’s first full-time administrative appointment (whether permanent or acting) as an assistant principal, principal, parish or city school supervisor of instruction, supervisor of child welfare and attendance, or comparable school or district leader position; and, is to be completed within a three (3) year period. 3) Earn a passing score on the ISLLC *School Leader Portfolio Assessment*, in accordance with state requirements.

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 of internships.

A candidate enrolled in all degree courses for School Leadership must participate in field-based experiences. Candidates will practice and demonstrate knowledge, skills and dispositions learned in the program by completing field-based work experiences built into each seminar and experiences must occur in diverse educational settings. In seminars II, III, IV, and V candidates are provided release time by their school districts

to practice authentic field experiences at secondary, middle and elementary schools. Field experiences, part of the sustained internship as defined by ELCC, are integrated into the all curricular seminars to provide a link between theory and practice. Experiences build gradually over the sequence of the seminars to provide the opportunity for greater understanding and application by candidates. Each experience is designated as Level 1 (Observing), Level 2 (Participating) or Level 3 (Leading) and is designed to demonstrate the application of the knowledge and skills emphasized in each instructional seminar. For example, in Seminar I, each candidate must complete 20 hours of field experience; ten in observations, six in participation and four in leading a small group. In Seminar II, each candidate must complete 25 hours of field experience; ten in observation, seven in participation, and eight in leading department or grade level teams. In Seminar III, each candidate must complete 30 hours of field experience with ten hours in observation, five in participation, and fifteen in leading faculty departments or focus groups. In Seminar IV, candidates must complete 30 hours of field experience with five in observation, five in participation, and 20 in leading larger teams. Seminar V includes the completion of 30 field experience hours with five in observation, and 25 in leading. During this Seminar, the candidate and mentor plans the final internship experiences including the implementation of an action research project. The action research proposal is created and approved by university and district personnel during Seminar V. These experiences are planned cooperatively between candidate, university staff and a school district mentor, and then completed under the direction of university faculty and the district mentor.

The sequence of seminars culminates with Seminar VI--a final internship experience in which the action research proposal is submitted for evaluation as part of the Professional School Leader Portfolio. The internship is the culminating experience in the Master's Degree Program in Educational Leadership that requires 180 of field-based experience. Candidates will demonstrate critical competencies learned throughout their previous course work and use their knowledge, skills and dispositions to solve real-world school problems. Candidates will demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders. The internship experience provides a process of professional socialization into the administrative arena, includes clearly defined goals and outcomes, and immerses the intern in administrative practices in preparation for immediate administrative placement after graduation.

3. Description of the criteria for admission, retention, and exit from the program, including GPAs and minimum grade requirements for the content course accepted by the program.

A. Admission requirements: There are three Portals through which a candidate must pass. The first Portal consists of Graduate School Admission including the following:

1. A copy of the applicant's letter of acceptance from the Southeastern Louisiana University Office of Graduate Admissions;
2. Letter of application that includes the applicant's reasons for selecting this particular career option;
3. A curriculum vita (resume) including applicant's full name, address, telephone number(s), email address, candidate identification number (W#), academic preparation, prior related work and leadership experiences, degrees held, honors, awards, special interests, and other appropriate information.
4. A completed referral form (see attached) from a school official who can attest to the applicant's leadership potential and likelihood of success in the program;
5. Verification of a minimum 2.5 undergraduate grade point average;
6. Scores from Verbal and Quantitative portions of the Graduate Record Exam (scores will be used in concert with grade point average to determine if candidates meet the entrance standard);

7. A valid teaching certificate;
8. Verification of a minimum of three successful years of teaching experience in either public or private schools;
9. An autobiographical narrative showing evidence of life experiences and personal maturity consistent with program expectations for entry into a professional training program in School Leadership;
10. Satisfy all other Southeastern Louisiana University graduate admission requirements (see *General Catalogue* for specifics).

The Second Portal requires formal admission to the program following the successful completion of the first six hours (Seminar I). Each candidate must present a signed memorandum of understanding from the school superintendent supporting release time for diverse field experiences, completed perceptual surveys (Masters Perspectives of Education Candidates, MPEC, [PRE MPEC]) and a qualifying score on an aptitude test of dispositions for school principals. Each candidate attends an assessment session where a series of in-basket items are completed and a group interview occurs. A holistic rubric covering dispositions and ELCC standards 1, 2, and 5 is used to assess each candidate's knowledge, skills, and dispositions for school leadership. A selection of those who received qualifying scores based on the holistic assessment is then made by a team of university staff and district leaders.

B. Retention Procedures: To remain in the School Leader Master of Education Degree Program, candidates must earn "B" or better in each seminar and exhibit professional behaviors in academic and field-based settings. A performance-based portfolio is required consisting of reflections, artifacts, and evidence which demonstrate that the candidate possesses the knowledge, skills, and dispositions as indicated in the Louisiana Standards for School Principals and the Conceptual Framework of the Southeastern Louisiana University College of Education. The portfolio (1) requires the candidate to demonstrate, through reflections, understanding of how the artifacts contained in the portfolio meet the indicated standards and program outcomes; (2) provides a process by which a candidate can become a reflective school leader to foster continuous school improvement; and (3) documents a candidate's growth from the Teacher Leader Level to a level of competence as an Aspiring School Leader. Through the portfolio process, university professors and district mentors will have an opportunity to identify areas for improvement at each level of assessment and to develop a plan for remediation when necessary. By completing and submitting a portfolio, candidates will gain an understanding of their ultimate responsibility for acquiring the knowledge, dispositions and skills necessary for becoming an effective school leader. Candidates are required to submit an Introductory Portfolio at the conclusion of the first seminar, a Developing Portfolio before the Internship, and a Competency Portfolio before graduation. The portfolio is assessed by a team of professors at each checkpoint using the portfolio assessment guide. Candidates who do not meet the requirements at these checkpoints may be suspended from the program.

Requirements for the School Leader Internship: 1) Grade minimum 3.0 GPA in each course/seminar, EDL 600, 660, 661, 662, 663, 664 and ETEC 616, 617; 2) Acceptance of the Action Research Proposal from a team of university and district representatives; 3) Proficient Level of Competency on the Professional School Leader Portfolio.

C. Exit: In order to graduate with a Master of Education in School Leadership from Southeastern Louisiana University each candidate must successfully complete all requirements in the degree plan with grades of "B" or better in all course work. No grade below "B" will be accepted for graduate degree credit. Each candidate must successfully complete all field-based experiences and the internship. During the last semester of study, each candidate will satisfactorily complete a comprehensive examination to take the form of completion and defense of an electronic portfolio before the Leadership Faculty. In addition to the above, the completion of a successful internship is required by completing the following:

1. Competency defense of the Action Research Artifact
2. Reflective response to self evaluation

3. Essay representing ELCC standards 1-6

A candidate whose portfolio is deemed unsatisfactory will be required to perform remediation activities or coursework before requesting a second examination. No candidate will be permitted a third attempt. Each candidate will successfully complete the School Leader Licensure Assessment and receive favorable recommendations from the candidate's major professor, degree committee, and the graduate coordinator. The following surveys and tests are required:

1. Complete the Exit Survey
2. Complete the Master's Perception of Education Candidate, MPEC SURVEYS (POST)
3. Show qualifying score according to a rubric on each of these tests: Dispositions, Technology for Administrators, Diversity, Conceptual Framework Understanding.

Appeals Procedures: Appeals of any of the above assessments and grades must be made to the candidate's major instructor within 45 days of grade reports. If the instructor's decision is not satisfactory, the candidate may appeal, in writing to the instructor's department head, with a copy to the instructor, and the instructor's academic dean. The department head will render a decision within ten working days. If the decision of the department head is not satisfactory, the candidate may appeal to the instructor's dean. The dean will render a decision in ten working days. The dean's decision is final.

Probation, Suspension, Readmission, and Dismissal: Graduate candidates whose semester GPA in Graduate School falls below 3.0 GPA shall be placed on probation. During their next semester or term of enrollment in Graduate School, candidates must achieve a 3.0 GPA. Candidates whose GPA falls below 3.0 for two semesters will be suspended from Graduate School. After an absence of one semester, suspended candidates may apply for readmission by submitting a completed appeal form to the graduate coordinator. The graduate coordinator will submit the form to the Graduate Dean, with recommendation to readmit or not readmit. The decision of the dean is final. Upon a second suspension candidates must follow the same procedure, except that the student will be suspended for one calendar year. Candidates with two suspensions must maintain a 3.0 GPA for the remainder of their graduate career, or be dismissed from Graduate School. The dismissal is final.

4. Description of the relationship of the program to the unit's conceptual framework.

The Educational Leadership Program is aligned with the Conceptual Framework of the College of Education and Human Development at Southeastern Louisiana University. The College of Education and Human Development's Conceptual Framework consists of the following components: Knowledge of the Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), Professional Standards (PS), Diversity and Technology.

- a. Knowledge of the Learner (KL):* The faculty of the Educational Leadership program believes that candidates' understanding of the learner is necessary to provide effective and equitable instruction. The educational leadership faculty prepares candidates to demonstrate and value sensitivity to the needs of all learners, teachers, and candidates. Candidates acquire an understanding of learners as individuals and incorporate this knowledge through the progression of their educational experiences at Southeastern Louisiana University. As effective professionals, they continue this practice throughout their careers.
- b. Strategies and Methods (SM):* The effective leader demonstrates best leadership practices through inquiry, creative, and reflective thinking. Strategies and methods of adult learning are used to teach aspiring school leaders to apply these strategies and methods to lead school and district faculty during field-based experiences throughout the program. The instructors engage candidates in building personal reservoirs of classroom experiences in the processes of analysis and decision-making in field-based activities. Following active participation in planned classroom and field experiences, candidates apply these skills in authentic experiences in school and district

leadership activities. Candidates examine human development as well as adult learning theory, apply proven learning and motivational theories, and infuse concern for diversity into the learning process. Throughout the program, aspiring school leaders are required to use technology in administrative/supervision applications and in classroom teaching and learning strategies.

- c. *Content Knowledge (CK)*: Candidates exhibit depth of knowledge in leadership theory and philosophy as well as knowledge of effective teaching and learning skills and strategies. Aspiring leadership candidates have the necessary content knowledge for leading school improvement in the learning community. Additionally, candidates are provided specific knowledge of literacy and numeracy issues and strategies as preparation for working with schools and their improvement efforts. Candidates learn about diverse cultures and the relationship of these cultures to teaching and learning and communication with families. To work with all elements of the community as educational leaders, candidates recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Technology applications for school and instructional management are taught as basic content knowledge for school leaders. Other software applications are presented and used throughout the program.
- d. *Professional Standards (PS)*: The Educational Leadership faculty bases its instructional program on the Educational Leadership Constituents Council (ELCC) standards, the Interstate School Leaders Licensure Consortium (ISLLC) standards, and the standards for Louisiana Principals to guide all aspects of developing each candidate's knowledge, skills and dispositions to become effective school leaders. Each seminar's objectives are aligned with those standards. Aspiring leadership candidates incorporate these standards in assignments, field experiences, and artifacts for portfolio development through self-assessment as they progress throughout the leadership program. Diversity is an integral part of the program as exemplified in the ELCC standards. For example, when candidates lead a school team in creating a vision, the team is led to base this vision on relevant knowledge and theories and understanding of learning goals in a pluralistic society.
- e. *Diversity* is an integral part of the program as candidates are assigned to diverse educational settings with diverse ethnicity, culture, and economics to participate in field experiences. The faculty of the Educational Leadership Program values and promotes equality and diversity for all candidates. Each candidate is valued for his diversity and work to ensure that all members of the learning community treat one another with respect and dignity. Aspiring leadership candidates lead teacher teams that capitalize on diversity in creating a school culture that promotes respect and success for all candidates. Diversity is an integral part of the strategies and methods used in the university classroom and exhibited by leadership candidates as they observe, participate and lead the learning community. Throughout each seminar, candidates lead school and district staff in field-based activities that include reaching out to diverse populations, participating in sensitive and responsive conferences with parents of diverse backgrounds, and celebrating diverse cultures. Candidates also engage in activities that emphasize the diversity of learners and learners' needs.
- f. Technology is emphasized throughout the program through the use of the International Society for Technology in Education (ISTE) Standards. During initial course work in the program, each candidate is assessed for basic technology skills required for success throughout the program. If additional skills are needed, seminars and tutorials are offered.

5. Indication of whether the program has a unique set of program assessments and the relationship if the program's assessments to the unit's assessment system.

Throughout the program, candidates develop an electronic Professional School Leader Portfolio. This portfolio is used in each seminar of the program and scored during the defense of the portfolio as a culminating project during Seminar VI. The Professional School Leader Portfolio for aspiring school leaders consists of seven segments: 1) Title page and table of contents, 2) cover letter and resume, 3) leadership framework, 4)

belief (interview) matrix (to be completed during Seminar I), 5) entry plan, 6) internship summary, and 7) artifacts. Completion of each instructional seminar is associated with specific products that provide documentation verifying that the candidate has developed the knowledge, dispositions and skills that are the objectives of each instructional seminar.

The portfolio is designed to promote professional growth, demonstrate knowledge, skills, and dispositions, and prepares candidates for an interview by requiring them to articulate beliefs, skills, strengths, and dispositions. Southeastern Louisiana University has designed and implemented a comprehensive, unit-wide electronic, systematic assessment plan designed to assess candidates, programs, and the University Unit through analysis of candidate, school district and employer data using the Masters' Perspectives of Education Candidates (MPEC). The Unit components consist of the following:

MPEC: Conceptual Framework: The Effective Professional

MPEC: Essential Technology Knowledge, Skills That Influence Readiness for School Leadership

MPEC: Dispositions

MPEC: Preparing for Diversity

The University's electronic system is called PASS-PORT--Professional Accountability Support System Using a Portal Approach. PASS-PORT allows candidates to create and upload artifacts that document knowledge, skills, and dispositions (KSD), build electronic portfolios, and have artifacts and portfolios routed to faculty for evaluation. The unit, The School Leadership Program, has identified eight key assessments aligned with ELCC standards: School Leaders Licensure Assessment; Case Study; School Improvement Plan; Strategic Plan; Instructional Leadership Plan; Action Research Proposal; and Professional School Leader Portfolio. Faculty, district mentors, and other stakeholders review the candidate data each semester, aggregating the data in order to make decisions regarding candidate, program, and unit modifications and improvement.

Attachments

1. 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.

COURSE SEQUENCE FOR DEGREE/PROGRAM

TYPE OF PROGRAM: (Advanced) Master's Degree for Educational Leaders

DEGREE SUBJECT AREA: Educational Leadership

MAJOR: School Leader

<i>SEQUENCE AND LISTING OF COURSES</i>		
Sequence of Semesters	Course Numbers and Titles	Credit Hours
First	EDL 650* Seminar I: Facilitating a High Quality Learning Community	2
First	EDL 600 * Research Methods for Administrators I	2
First	ETEC 616* Technology Studies for Administrators I	2
Second	EDL 651* Seminar II: Organizational Management and Legal Issues	6
Third	EDL 652* Seminar III: Human Resources and School-Community Relations	6
Fourth	EDL 653* Seminar IV: School Leader as Instructional Facilitator	6
Fifth	EDL 654* Seminar V: School Leader as Change Agent	5
Fifth	EDL 601* Research Methods for Administrators II	1
Sixth	ETEC 617* Technology Studies for Administrators II	1
Sixth	EDL 655* Seminar VI: Internship	5
TOTAL CREDIT HOURS		36

Comment [BGS1]: Why are there asterisks after each seminar #?

2. Chart with number of candidates and completers.

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. Please report the data separately for the level/tracks being addressed in this report.

Program: Master of Education in School Leadership		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers*
2006 - 2007	45	0
2005 - 2006	34	0

*Cycle of completion will culminate in graduation of first completers in Summer, 2007.

3. Chart on program faculty expertise and experiences.

Faculty Member Name	Degree & Field	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track (yes/no)	Scholarship, Leadership in Professional Associations, and Service: List up to 3 contributions in the past 3 years	Teaching or other professional experience in PK-12 schools
Frederick Dembowski	Ph. D. in Ed. Leadership	Department chair/Faculty	Professor	Yes	Pass-Port training, computer assisted instruction, 7/21/2006, Presentation on Editing and Reviewing, 7/23/2005, Educational Leader Preparation, 8/3/2006	5 years Teacher, program coordinator. Certifications: K-6 elementary, 7-12 General Science & Physics
Anthony Armenta	Ed. D. in Ed. Leadership	Faculty	Associate Professor	Yes	School Law Institute 9/29/2006 School Law and current Louisiana legislation, NASSP Assessment Center Training, 10/29/2006	Teacher, Supervisor, 11 years. Certification in English and K-12 principal/superintendent
Kathleen Campbell	Ph. D. in Ed. Leadership	Faculty	Assistant Professor	Yes	NCPEA Connexions coordinator of Ed Leadership Prep domain; designed LA Mentoring Publications in <i>NCPEA 2006 Yrbk</i> , and others	29 yrs PK-12 17 yrs teacher 2 yrs high school principal, 10 years middle school principal. Certifications:

						English, Social Studies, Academicall y Gifted
Thomas DeVaney	Ph.D. in Ed. Research	Faculty	Associate Professor	Yes	Using Data to Lead Change, 2/2004	None

Robert Hancock	Ph.D. in Ed. Technology	Faculty	Assistant Professor	Yes	Technology Integration; Accountability, 5/19/2005, Leading Numeracy, 2/15/06, NASSP Assessment Center Training	Principal Certifications: English Composite History Composite Computer Science Gifted/Talented Mid-Management
Rayma Harchar	Ed. D. in Ed. Leadership	Faculty	Assistant Professor	Yes	NCPEA Connexions domain coordinator of Ed Leadership 2006, NASSP Assessment Center Training, 2006, SREB certified trainer in 5 modules, Publications in Educational Leadership Review, Reality Check, 2006 and others	9 years as Principal, elementary school, 20 years as Reading Specialist, and classroom teacher Certifications in Superintendency, Principalship, Reading, Language Arts, Science and Social Studies
Bob Smith	Ed. D. in Ed. Leadership	Faculty	Assistant Professor	Yes	NASSP Assessment Center Training, SREB certified trainer in 5 modules. NCPEA Connexions domain coordinator of Leadership Curriculum, Publication in Educational Leadership Review, and others	Principal, elementary and secondary, Supervisor of Reading, Curriculum Supervisor. Certifications in Principalship, Language arts/elem, Reading/k-12,

						Business ed., English



SECTION II— LIST OF ASSESSMENTS

In this section, list the 7-8 assessments that are being submitted as evidence for meeting the ELCC standards. All programs must provide a minimum of seven 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.

	Name of Assessment ¹	Type or Form of Assessment ²	When the Assessment Is Administered ³
1	[Licensure assessment, or other content-based assessment] SLLA/PRAXIS	State Licensure Test	SEMINAR 5: Admission to the Internship
2	[Assessment of content knowledge in educational leadership] <i>Case Study</i>	Case Study	SEMINAR 1: Admission to the Program
3	[Assessment of ability to develop supervisory plan for classroom-based instruction] <i>School Improvement Plan</i>	Project	SEMINAR 2: Required Course
4	[Assessment of internship/clinical practice] <i>Evaluation of Internship by site supervisor and candidate self reflection</i>	Field Experience	SEMINAR 6: Internship
5	[Assessment of ability to support student learning and development] <i>Graduate Survey</i>	Survey	SEMINAR 6: After completion of the program
6	[Content-based assessment – application of content] <i>Action Research and Grant Proposal</i>	Action Research	SEMINAR 5: Required Course
7	Assessment of abilities in organizational management and community relations] <i>Strategic Plan</i>	Project	SEMINAR 3: Required Course
8	Additional assessment that addresses ELCC standards (optional)] <i>Program Evaluation: Instructional Leadership Plan</i>	Project	SEMINAR 4: Required Course

¹ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

² Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, action research, field experience, state licensure test, portfolio).

³ 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 ELCC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ELCC standards.

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.	
1.1 Develop a School Vision of Learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
1.2 Articulate a School Vision of Learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #8
1.3 Implement a School Vision of Learning.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #8
1.4 Steward a School Vision of Learning.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #8
1.5 Promote Community Involvement in School Vision.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #8
Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
2.1 Promote a Positive School Culture.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #8
2.2 Provide Effective Instructional Program.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #8
2.3 Apply Best Practice to Student Learning.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #8
2.4 Design Comprehensive Professional Growth Plans.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #8
Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	
3.1 Manage the Organization.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #8
3.2 Manage the Operations.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #8
3.3 Manage the Resources.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	
4.1 Collaborate with Families and Other Community Members.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #8

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
4.2 Respond to Community Interests and Needs.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #8
4.3 Mobilize Community Resources.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #8
Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner	
5.1 Acts with Integrity.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #8
5.2 Acts Fairly.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #8
5.3 Acts Ethically.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #8
Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	
6.1 Understand the Larger Educational Context.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #8
6.2 Respond to the Larger Educational Context.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #8
6.3 Influence the Larger Educational Context.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #8

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.	
7.3 Candidates apply skills and knowledge articulated in the first six ELCC standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs.	X#1 X#3 X#5 X#7 X#2 X#4 X#6 X#8

Assessment I: State Licensure

1. Description of the assessment and its use in the program: The State of Louisiana requires that School Leadership candidates pass a state licensure test as part of the licensure process. Those candidates in the traditional master's program leading to certification must take the PRAXIS II: Educational Leadership: Administration and Supervision until December 31, 2008. Praxis II is one of the Subject Assessment tests that measures general and knowledge specific to educational administration and supervision. It includes both multiple-choice and constructed-response test items.

Those in the newly redesigned program will take the School Leaders Licensure Assessment (SLLA) beginning in January 2007. The test is essay and requires that the candidate solve or address problems portrayed in vignettes, case studies and documents. The six-hour assessment is divided into four sections:

Evaluation of Actions I (1 hour) - Ten short vignettes covering situations a principal might encounter. Candidates respond to a focused question that asks for next steps, factors influencing a decision, or possible consequences of an action.

Evaluation of Actions II (1 hour) - Six longer vignettes. Each presents a dilemma based on typical school issues. Candidates analyze the circumstances and respond to a focused analytical question that requires prioritizing action steps or articulating the relevant issues.

Synthesis of Information and Problem Solving (2 hours) - Two case studies involving teaching and learning issues. In each case, candidates propose a course of action to address a complex problem, referring to a set of documents, and a short scenario describing a school and its community.

Analysis of Information and Decision Making (2 hours) - Seven documents that relate to teaching and learning issues. Candidates answer two questions about each document.

2. Alignment of the assessment with the ELCC Standards: The test categories include the following: Determining Pupil and Community Needs (4.1, 4.2, 4.3.); Curriculum Design and Instructional Improvement (2.1, 2.2, 2.3); Development of Staff and Program Evaluation (2.4); School Management (3.1, 3.2, 3.3) ; and Individual and Group Leadership Skills. The redesigned program began in Fall 2005 and the first cohort is in the middle of the two year program. Our first cohort will take the School Leaders Licensure Assessment (SLLA) this spring and summer. The School Leaders Licensure Assessment (SLLA) measures whether entry-level principals and other school leaders have the standards-relevant knowledge believed necessary for competent professional practice. It is scored according to a standards rubric. The candidates are scored according to how well their narrative answers align with the ELCC Standards. Each Candidate must make a qualifying score of 168 in order for licensure for administrative certification in the State of Louisiana. Candidates will begin taking the School Leaders Licensure Assessment (SLLA) examination in January of 2007.

3. Summary of the data findings: Summary of the scores of candidates at Southeastern Louisiana University for the previous three years (2003-2006) determined that of the 55 candidates in 2003-2004 who took the Praxis II examination, 42 candidates scored at or above the "cut score" of 620 established by the Louisiana Board of Elementary and Secondary Education. In 2004-2005, 38 out of 48 candidates scored at or above the established "cut score". In 2005-2006, 40 out of 41 candidates taking the Praxis II examination, scored at or above the "cut score" of 620.

4. Interpretation of how the data provides evidence of meeting the standards:

During the 2003-2004 year, candidates at this institution were below the state averages in two of the categories and in all categories compared to the national averages.

In the 2004-2005 academic year, candidates scored at or above the Louisiana State-Wide average in all categories; however, below the National Average in all categories. Closer examination of the data determined that the gap between the SLU Candidates' averages and the National Average decreased during this academic year.

In the 2005-2006 academic year, candidates scored above the Louisiana State-wide average in all categories; and below the National Average in only one category: Determining Pupil and Community Needs. Analysis of the results indicated major improvements in Categories 2, 3, and 5. Examination of the content of the program offerings of 2005-2006 determined that many skills and standards from the newly redesigned program implemented in 2006-2007 school year were introduced in the traditional class offerings during the spring and summer courses during the 2005-2006, thus, contributing to some increase in percentages in all categories over the previous year's scores.

Attachments

2003-2004 Praxis Results			
Test Category	SLU Candidates Average	Louisiana State-wide Average	National Average
1. Determining Pupil and Community Needs	59%	60%	67%
2. Curriculum Design and Instructional Improvement	62%	62%	66%
3. Development of Staff and Program Evaluation	59%	60%	65%
4. School Management	72%	70%	74%
5. Individual and Group Leadership Skills	71%	68%	73%
2004-2005 Praxis Results			
Test Category	SLU Candidates Average	Louisiana State-wide Average	National Average
1. Determining Pupil and Community Needs	63%	61%	65%
2. Curriculum Design and Instructional Improvement	67%	66%	70%
3. Development of Staff and Program	64%	62%	67%

Evaluation			
4. School Management	68%	68%	71%
5. Individual and Group Leadership Skills	69%	66%	71%
2005-2006 Praxis Results			
Test Category	SLU Candidates Average	Louisiana State-wide Average	National Average
1. Determining Pupil and Community Needs	61%	60%	64%
2. Curriculum Design and Instructional Improvement	76%	69%	71%
3. Development of Staff and Program Evaluation	70%	65%	69%
4. School Management	74%	72%	74%
5. Individual and Group Leadership Skills	77%	71%	74%

Assessment 2: Case Study; Seminar I: Facilitating a High Quality Learning Community

1. Description of Assessment:

The candidates for the Educational Leadership program at Southeastern Louisiana University are asked to create a Case Study of their home school with a school profile; statement of the problem; linkage of the problem to Standard One (vision) and Two (culture of learning); and a plan for solving this problem. The finished product is a Case Study in electronic format of a narrative, a power point presentation and supporting evidence that includes: an assessment of the school culture through surveys and data collection that are used to identify the barriers to student achievement; development of the school description using multiple data; evaluation of the case study using ELCC standards; suggested recommendations for improvement based on ELCC Standards One and Two; and a presentation highlighting the narrative and evidence in a presentation format such as Microsoft's Power Point.

2. Alignment to the ELCC Standards addressed in this assessment: In this Case Study, candidates are required to critique and develop a vision with a team of teachers, in order to use the vision in their classroom to focus all on learning (1.1a, 1.1b) During team meetings the candidate leads the teachers in exploring relevant knowledge and theories as well as student assessment results (1.2a, 1.2b). Upon completion of the vision, the vision is communicated through newsletters and parent meetings. The candidate describes these processes in the narrative of the case study.

The candidate creates a school profile including the assessment of the culture through surveys and focus groups and writes a plan for implementing researched based strategies for developing a new culture that addresses diversity, technology and school improvement (2.1a, 2.2a, 2.2b, 2.2c). Within the plan the candidate must provide for professional development and explain how they applied various theories of adult learning (2.3a, 2.3b, 2.3c).

3. Summary of Data Findings: All candidates developed a Case Study of their assigned school which included: profile of school, statement of problem, and linkage of the problem to ELCC Standards 1 and 2. The Case Study provided a plan for solving the identified school problem. Data indicated that improvements in candidate knowledge and skill from the 2005-2006 to the 2006-2007 school years in the following areas: research strategies used (1.1b); recognition of contributions of staff and students in communicating the vision (1.2c); and application of principles of effective instruction (2.2a).

All candidates presented their findings to the Seminar cohort that included three of the following activities: oral presentation, use of electronic presentation software, handouts, graphics, and database software.

4. Interpretation of how data provides evidence that ELCC standards have been met: All candidates were able to demonstrate their knowledge of database research strategies (1.16); use of effective oral and written expression (1.4.). 95% of the students

in 2006-2007 were able to utilize multiple methods to identify barriers to teaching learning as related to diversity issues (2.1a).

However, 8 of the 2006-2007 students demonstrated limited knowledge of theories related to developing, implementing, and maintaining a vision (1.2b). As a result, the faculty recommends additional emphasis be placed in Seminar I on the processes related to development and maintenance of a vision for a school by an educational leader.

Attachment A
Case Study Directions
Assessment #2, Required Artifact

Directions to Candidates:

From the research conducted during this seminar, create a Case Study of your home school with the following components:

- Develop a vision of learning that promotes the success of all students and bases this vision on relevant knowledge and theories (1.1a, 1.1b)
- Create a plan for how you will articulate the components as the leader to implement and support the vision. (1.2a)
- Communicate the vision to staff, parents, and students during a public forum such as a faculty meeting (1.2c)
- Use the data-based research strategies learned in class to create a school profile. Include relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. (1.2b)
- Create an assessment and analysis of school culture using multiple methods. Within this analysis identify problems and barriers to student learning (2.1a)
- Create a plan for improvement that has the following standards:
 - Create a plan to implement strategies that capitalize on the diversity of the school community to improve school programs and culture of learning (2.1a)
 - Identify an appropriate research strategy to promote an environment for improved student achievement (2.3c)
 - Plan for activities to assist teachers in applying principles of effective instruction and best practice to improve instructional practices and curricular materials (2.2a, 2.3a)
 - In your plan show a knowledge of human development theory, proven learning and motivational theories, and concern for diversity to the learning process (2.3b)
 - Create a plan for a new and improved design, implementation strategies, and evaluation of a curriculum that fully accommodates learners' diverse needs (2.2b)
 - Include the use and promotion of technology to enrich curriculum/instruction, to monitor teaching and provide staff the assistance needed for improvement (2.2c)

The finished product is a Case Study in electronic format of a narrative. Be prepared to share your narrative and artifacts with others by highlighting the points of your case study using an electronic presentation format such as PowerPoint. Time for presentation is 15-20 minutes

Please use the Case Study Rubric for a detailed scoring guide.

Attachment B

SPA #2 Case Study Rubric: Seminar I Facilitation a High Performance Learning Culture

Learning Outcomes		Points
1.	Oral Presentation	45 Points Possible (based on 17 elements) 25 Points to meet Target Goal 25- 32 Points = Emerging School Leader 33-39 Points = Proficient School Leader 40-45 Points = Accomplished School Leader
2.	Written Expression	
3.	Technology (ISTE)	
4.	Research (School Profile)	
5.	Case Study	

SPA Content Assessment #2 – Emerging: limited knowledge and little or no evidence of application of the standards; Proficient: good knowledge and clear evidence, but not consistent application of the standards; Accomplished: well versed in leadership knowledge and clear, convincing, and consistent evidence application of the standards.

	ELCC Standard Element/Skill Area	U: 0 points	Emer: 1 point	Pro: 2 points	Acc: 3 points	Total/Target
I.	Communication					
1.	Oral Presentation Skills (ELCC 1.4a) Speaks very clearly; makes and maintains eye contact with audience; keeps and maintains the attention of the audience					/2
2.	Written Skills (Grammar, Spelling) Mature command of language and usage; variety of correct sentence patterns; effective transitions; consistent tense; excellent agreement; no spelling or punctuation errors					/2
II	Technology					
3.	ISTE Standard 2, ELCC Standard 2.2c LEARNING AND TEACHING —Shows the ability to ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.					
4.	ISTE Standard 3, ELCC 2.4a PRODUCTIVITY AND PROFESSIONAL PRACTICE —Shows the ability to apply technology to enhance their professional practice and to increase their own productivity and that of others.					
	Subtotal: Technology		/2-3	/4-5	/5-6	/4
III	Research (School Profile)					
5.	1.1 B The case study shows how data-based research strategies and strategic planning processes were used, and that there was a focus on student learning inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.					
6.	2.1 a Assesses school culture using multiple methods and implementation of context-appropriate strategies that identify the barriers to effective teaching and learning and capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school					

	community to improve school programs and culture were employed.					
7	2.2 b Develops the school profile in order to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.					
8	2.3 c Uses appropriate research strategies to profile student performance in a school and analyze possible differences among subgroups of students to promote an environment for improved student achievement.					
	Subtotal: Research		4-6	7-9	10-12	/7
IV	Case Study					
9	1.1 a Develops a vision that has been created that includes all students and is consistently integrated.					
10	1.2 a Shows the ability to articulate a vision when involving stakeholders in its development and they shared in the decision-making processes.					
11	1.2b Bases vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change. This vision is embedded in every aspect of the case study.					
12	1.2 c Has the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities. These activities were noted throughout the case study. (Values and recognizes contributions of staff and students.)					
13	2.2 a Shows the ability to apply principles of effective instruction improve instructional practices and curricular materials.					
14	2.3 a Understands and applies best practice to student learning and shows the ability to assist staff in this endeavor.					
15	2.3 b Applies human development theory, personality theory, proven learning and motivational theories, and concern for diversity to the learning process to both adult and student learners.					
	Subtotal: Case Study		/5-9	/10-16	/17-21	/10
	Total		/25-32	/33-39	/40-45	Target /25

Attachment C

Learning Outcome Aligned with ELCC	School Year 2005-2006 (N=26) DME = Does not meet expectations ME = Meets expectations EE = Exceeds expectations		
	DME%	ME%	EE%
1 Oral Presentation (1.4 Communication)	4%	63%	33%
2. Written Expression (1.4 Communication)	8%	46%	46%
3. Uses technology to promote teaching and learning (2.2c)	0%	92%	8%
4. Uses technology for Professional Development Plans (2.4a)	8%	54%	38%
5. Uses data-based research strategies (1.1b)	8%	69%	23%
6. Uses multiple methods to identify the barriers to effective teaching and learning and capitalize on diversity (2.1a)	23%	62%	15%
7. Creates and uses the school profile to make recommendations that fully accommodates learners' diverse needs (2.2b)	31%	58%	12%
8. Uses research strategies to analyze possible differences among subgroups of students (2.3c)	23%	62%	15%
9. Develops a vision that includes all students (1.1a)	31%	58%	12%
10. Shows the ability to articulate a vision when involving stakeholders in the shared in the decision-making processes (1.2a)	31%	62%	27%
11. Bases vision on relevant knowledge and theories (1.2b)	31%	66%	23%
12. Shows a plan to value and recognize contributions of staff and students in the communication of the vision during celebrations. (1.2c)	31%	66%	23%
13. Shows the ability to apply principles of effective instruction improve instructional practices and curricular materials (2.2a)	27%	66%	8%
14. Understands and applies best practice to student learning and shows the ability to assist staff in this endeavor. (2.3a)	0%	85%	15%
15. Applies human development theory, personality theory, proven learning and motivational theories, and concern for diversity to the learning process to both adult and student learners. (2.3b)	4%	73%	23%

Learning Outcome Aligned with ELCC	School Year 2006-2007 (N=20) DME = Does not meet expectations ME = Meets expectations EE = Exceeds expectations		
	DME%	ME%	EE%
1 Oral Presentation (1.4 Communication)	5%	80%	15%
2. Written Expression (1.4 Communication)	0%	75%	25%
3. Uses technology to promote teaching and learning (2.2c)	0%	85%	15%
4. Uses technology for Professional Development Plans (2.4a)	10%	80%	10%
5. Uses data-based research strategies (1.1b)	0%	70%	30%
6. Uses multiple methods to identify the barriers to effective teaching and learning and capitalize on diversity (2.1a)	15%	70%	15%
7. Creates and uses the school profile to make recommendations that fully accommodates learners' diverse needs (2.2b)	30%	60%	10%
8. Uses research strategies to analyze possible differences among subgroups of students (2.3c)	5%	75%	20%
9. Develops a vision that includes all students (1.1a)	30%	60%	10%
10. Shows the ability to articulate a vision when involving stakeholders in the shared in the decision-making processes (1.2a)	35%	55%	10%
11. Bases vision on relevant knowledge and theories (1.2b)	40%	50%	10%
12. Shows a plan to value and recognize contributions of staff and students in the communication of the vision during celebrations. (1.2c)	0%	65%	35%
13. Shows the ability to apply principles of effective instruction improve instructional practices and curricular materials (2.2a)	5%	75%	20%
14. Understands and applies best practice to student learning and shows the ability to assist staff in this endeavor. (2.3a)	0%	60%	40%
15. Applies human development theory, personality theory, proven learning and motivational theories, and concern for diversity to the learning process to both adult and student learners. (2.3b)	5%	75%	20%

SPA #2 Case Study Rubric: Seminar I Facilitation a High Performance Learning Culture

Assessment #3: School Improvement Plan; Seminar II: Organizational Management and Legal Issues

1. Description of Assessment: The candidate will work with a school team to analyze the current school improvement plan and create a revised plan for school improvement. The team will create a school profile; a description of project plan, proposed area(s) for improvement, relate this to vision and mission, plan for involvement of students, parents, community, faculty and staff, determine resources needed and locate funding, determine required teaching strategies and professional development components; and use an evaluation method with a timeline of achievement goals and assignment of responsible parties.

2. ELCC STANDARDS addressed in this assessment: The candidate will choose a team from the school community consisting of faculty, staff, a representative parent, and a community member to collaborate, problem solve and make decisions about school improvement in an ethical manner (3.2, 3.3, 5.3). The candidate will lead the team in the study of the school demographics, culture, norms, values and student test results using appropriate, multiple research methods (2.1a, 2.3c, 6.1a, 6.1g). In order to analyze the cultural diversity, the team will study how the economics, legal and political systems have shaped the school population, especially those of poverty (6.1b, 6.1c, 6.1e). Analyze and describe the cultural diversity in the school. (6.1f). Then the team will create a school improvement plan or revise the present one, by proposing the revision of the curriculum and teaching strategies (2.1, 2.2). Professional development will be planned using human development theory (1.3, 2.3, 2.4). The team will help in the communication plan with parents, community and stakeholders (1.4, 1.5). Data based strategies will be used to monitor, evaluate and revise with fairness and integrity (5.1, 5.2).

3. Summary of Data Findings: Data are presented that indicate all (20) candidates during Fall, 2006 met or exceeded established expectations for Assessment #3: School Improvement Plan. Data further indicate all candidates are prepared to implement the school improvement plan they developed. All candidates presented a summary of their plan that included: an electronic presentation format, word processing, and vides or other graphics.

4. Interpretation of how data provides evidence for meeting ELCC standards: All candidates were able to critically evaluate an existing School Improvement Plan through the use of an electronic template found the Louisiana Department of Education's School Rubric website. This analysis included review of the school's vision, mission, objectives, researched-based strategies, and assessment tools. All candidates demonstrated they could develop, discuss, and critique techniques for implementing the school improvement plan in their school or district (2.3, 6.1 a,b,c). Since more than 10 candidates exceeded expectations in the use of research methods, management issues, and involvement of staff, it was decided by the faculty that more emphasis on the use of technologies, especially database formats (SPSS, for example) be assigned to all students in future seminars.

Attachment A

Directions to Candidates:

This is a team and individual project. Meet with your mentor and school principal to secure a copy of the school's most recent school improvement plan. With the help of your mentor, choose a team from the school community consisting of faculty, staff, a representative parent, and a community member. Use the Louisiana State Rubric (<http://www.doe.state.la.us/lde/uploads/2823.doc>) and other resources for evaluation of the plan and then prepare a plan for a comprehensive redesign of the school improvement plan. The following components are required:

- School Profile (Graphically represented) Include the following:
 - Description of the school demographics, culture, norms, values and student test results using multiple methods (2.1a, 2.3c, 6.1g)
 - Appropriate research methods used (6.1a)
 - Explain how the economics, legal and political systems have shaped the school population, especially those of poverty (6.1b, 6.1c, 6.1e)
 - Analyze and describe the cultural diversity in the school. (6.1f)
- Description of the improvement plan in narrative form. Explain the following:
 - The use of educational and change theory in the application of research methods (6.1a, 6.1h)
 - The use of group problem-solving skills in assessment and revision of resources and technology (3.3a, 3.3b, 3.3c)
 - The design, implementation, and evaluation of a curriculum that accommodates learners' diverse needs using technology and information systems. (2.2b, 2.2c)
 - Management and involvement of the staff in the improvement plan including provide how to provide a safe, effective, and efficient facility and the legal implications (3.2a, 3.2c).
 - The appropriate models and principles of organizational development and management of effective organizations in fiscal, human, and material resources (3.1a, 3.1b, 3.1c).
 - Communication plan with and involvement of stakeholders (1.4a, 1.5a, 1.5b)
 - Facilitation of activities that apply principles of effective instruction (2.2a)
 - Initiatives necessary to motivate staff, students, and families (1.3a, 1.3b)
 - How you are going to use human development theory, proven learning and motivational theories, and concern for diversity to the learning process (2.3b).
 - Plan for workshops on reflective practice, research on student learning effective family and community collaboration skills. (2.3a, 2.4a, 3.2b)
 - Strategies such to form comprehensive professional growth reflect a commitment to life-long learning. (2.4b, 2.4c)
- Evaluation methods. Uses a timeline of achievement goals with responsible party that includes the following:
 - Data-based research strategies to regularly monitor and evaluate (1.4b)
 - Examples of integrity in showing the respect for the rights of others with regard to confidentiality and dignity and honesty. (5.1)
 - Examples of fairness showing impartiality, sensitivity to diversity (5.2)
 - Examples of decisions made based upon ethical and legal principles (5.3)
 - Plan for the stewardship of the vision through various methods. (1.4c)

Attachment B

School Improvement Plan Rubric: Seminar II Organizational Management and Legal Issues

1.0 Instructional Leader	60 Points Possible (based on 20 elements) 48 Points to meet Target Goal 37-47= Emerging 48-54= Proficient 55-60= Accomplished
2.0 Instructional Leader	
3.0 Managerial Leader	
5.0 Ethical Leader	
6.0 Global Leader	

SPA Skill Assessment #3 – Emerging: limited knowledge and little or no evidence of application of the standards; Proficient: good knowledge and clear evidence, but not consistent application of the standards; Accomplished: well versed in leadership knowledge and clear, convincing, and consistent evidence application of the standards.

	ELCC Standard Element/ Skill	0 points	1 point	2 points	3 points	Total
1.	The school improvement plan is written using correct spelling and grammar.					
	School Profile					
2.	Description of the school demographics, culture, norms, values and student test results using multiple methods (2.1a, 2.3c, 6.1g)					
3	Appropriate research methods used (6.1a)					
4.	Explain how the economics, legal and political systems have shaped the school population, especially those of poverty (6.1b, 6.1c, 6.1e)					
5.	Analyze and describe the cultural diversity in the school. (6.1f)					
	Description of Revised School Improvement Plan					
6	The use of educational and change theory in the application of research methods (6.1a, 6.1h)					
7	The use of group problem-solving skills in assessment and revision of resources and technology (3.3a, 3.3b, 3.3c)					
8	The design, implementation, and evaluation of a curriculum that accommodates learners' diverse needs using technology and information systems. (2.2b, 2.2c)					
9	Management and involvement of the staff in the improvement plan including provide how to provide a safe, effective, and efficient facility and the legal implications (3.2a, 3.2c).					
10	The appropriate models and principles of organizational development and management of effective organizations in fiscal, human, and material resources (3.1a, 3.1b, 3.1c).					
11	Communication plan with and involvement of stakeholders (1.4a, 1.5a, 1.5b)					

12	Facilitation of activities that apply principles of effective instruction (2.2a)					
13	Initiatives necessary to motivate staff, students, and families(1.3a, 1.3b)					
14	How you are going to use human development theory, proven learning and motivational theories, and concern for diversity to the learning process (2.3b).					
15	Plan for workshops on reflective practice, research on student learning effective family and community collaboration skills. (2.3a, 2.4a, 3.2b)					
	Evaluation methods					
16	Data-based research strategies to regularly monitor and evaluate (1.4b)					
17	Examples of integrity in showing the respect for the rights of others with regard to confidentiality and dignity and honesty. (5.1)					
18	Examples of fairness showing impartiality, sensitivity to diversity (5.2)					
19	Examples of decisions made based upon ethical and legal principles (5.3)					
20	Plan for the stewardship of the vision through various methods. (1.4c)					

**Attachment C
Data Table**

Learning Outcome Aligned with ELCC		School Year 2006-2007 (N=20) DME = Does not meet expectations ME = Meets expectations EE = Exceeds expectations		
		DME	ME	EE
1	The school improvement plan is written using correct spelling and grammar.	0%	60%	40%
2	Description of the school demographics, culture, norms, values and student test results using multiple methods (2.1a, 2.3c, 6.1g)	0%	80%	20%
3	Appropriate research methods used (6.1a)	0%	70%	30%
4	Explain how the economics, legal and political systems have shaped the school population, especially those of poverty (6.1b, 6.1c, 6.1e)	0%	75%	25%
5	Analyze and describe the cultural diversity in the school. (6.1f)	0%	90%	10%
6	The use of educational and change theory in the application of research methods (6.1a, 6.1h)	0%	85%	15%
7	The use of group problem-solving skills in assessment and revision of resources and technology (3.3a, 3.3b,3.3c)	0%	85%	15%
8	The design, implementation, and evaluation of a curriculum that	0%	65%	35%

	accommodates learners' diverse needs using technology and information systems. (2.2b, 2.2c)			
9	Management and involvement of the staff in the improvement plan including provide how to provide a safe, effective, and efficient facility and the legal implications (3.2a, 3.2c).	0%	80%	20%
10	The appropriate models and principles of organizational development and management of effective organizations in fiscal, human, and material resources (3.1a, 3.1b, 3.1c).	0%	70%	30%
11	Communication plan with and involvement of stakeholders (1.4a, 1.5a, 1.5b)	0%	75%	25%
12	Facilitation of activities that apply principles of effective instruction (2.2a)	0%	80%	20%
13	Initiatives necessary to motivate staff, students, and families(1.3a, 1.3b)	0%	60%	40%
14	How you are going to use human development theory, proven learning and motivational theories, and concern for diversity to the learning process (2.3b).	0%	75%	25%
15	Plan for workshops on reflective practice, research on student learning effective family and community collaboration skills. (2.3a, 2.4a, 3.2b)	0%	65%	35%
16	Data-based research strategies to regularly monitor and evaluate (1.4b)	0%	70%	30%
17	Examples of integrity in showing the respect for the rights of others with regard to confidentiality and dignity and honesty. (5.1)	0%	60%	40%
18	Examples of fairness showing impartiality, sensitivity to diversity (5.2)	5%	80%	15%
19	Examples of decisions made based upon ethical and legal principles (5.3)	0%	75%	25%
20	Plan for the stewardship of the vision through various methods. (1.4c)	0%	80%	20%

Assessment #4: THE INTERNSHIP, Seminar VI

1. Description of the assessment: The internship is the culminating experience in the Master's Degree Program in Educational Leadership that requires 180 of field-based experience. Candidates will demonstrate critical competencies learned throughout their previous course work and use their knowledge, skills and dispositions to solve real-world school problems. Candidates will demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time and complexity and involve direct interaction and involvement with staff, candidates, parents, and community leaders. (ELCC 7.1, 7.2).
2. How this assessment aligns with ELCC standards: ELCC standards addressed in this assessment: All of the ELCC standards are addressed in this assessment, including standard #7. The candidate has kept record artifacts and reflective journals of the standards met in the first five seminars. The site-based mentor, university advisor and candidate will plan to fulfill standards that need more practice or refinement.
3. Summary of Data Findings – Candidates in the new program have not taken the internship, yet. This data is generated from Fall 2006 of the old program. The new assessments are being used in the old program. In the old program this field experience is called Practicum. We had 14 students in Practicum. In the summer, the first cohort in the new program will take the Internship as a culminating experience.
4. In the Fall 2006, data provided by on-site mentors in the evaluation of candidates' field experiences in the area of Dependability indicate that there is a need for the Educational Leadership faculty to work more closely with candidates on dispositions related to meeting job responsibilities as an educational leader.

Attachment A
The Internship: Seminar VI

Directions to Candidates:

The purpose of this capstone internship is to provide opportunities for candidates to assume authentic leadership roles. Candidates are provided opportunities to apply the standards not addressed or those that need further experience. This agreement will be planned with the candidate's university advisor and site-based mentor. The candidate will apply theory and leadership knowledge acquired during Seminars 1-5 and add to their preparation for eventual leadership positions as building administrators or supervisors.

The success of the internship is highly dependent upon the types of experiences in which the candidates become involved. These experiences should be chosen carefully and include work with adults in the school, district and community. (Experiences such as bus or cafeteria duty will not count.) All experiences must be outside the candidate's regularly assigned duties as a teacher.

Candidates will work closely with their site-based mentor to further develop administrative skills through specific field-based activities related to the ELCC standards and to accommodate candidates' individual needs. (ELCC 7.3) List the experiences and assignments (**referenced to the ELCC standards**) that have been agreed upon. (Add additional page(s) if necessary.)

1. A description of the agreed-upon activities will be developed collaboratively by the candidate, the mentor, and a Southeastern EDL faculty member. Candidates and mentors should refer to the "Potential Fieldwork Activities List" for ideas. The list of activities will be reported on the "Internship Agreement" form. (ELCC 7.5)
2. Each activity will be referenced to specific ELCC standards 1-6 sub-elements.
3. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses. (ELCC 7.4)
4. As activities are completed, candidates will document the activity, artifacts, and reflections on the activity on the "Fieldwork Reporting Form."
5. Candidates will complete the "Self-Assessment Form" and provide a completed copy to their on-site mentor as well as the university advisor.
6. Documentation of all activities related to the internship will be referenced to ELCC standards and will be added to the candidate's portfolio.

Attachment B
CANDIDATE EVALUATION OF INTERNSHIP EXPERIENCE
Assessment #4 (1 of 2)
Department of Educational Leadership and Technology
Southeastern Louisiana University

In order that we can continually improve the internship experience for our candidates, please complete the following short survey. Thank you.

Name _____ Semester and year _____

Primary school site _____

Primary on-site mentor _____

- o I prefer that my entire evaluation remain confidential.

PLACE A CHECK MARK IN THE MOST APPROPRIATE BOX.

Item	Not Applicable 0	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1. The activities allowed me to meet my learning goals. (ELCC 7.3)						
2. Assigned activities were typical of those performed by a school leader. (ELCC 7.1)						
3. I was made to feel a part of the administrative team. (ELCC 7.1)						
4. I gained a realistic preview of school leadership. (ELCC 7.3)						
5. The work I did was challenging and stimulating. (ELCC 7.1)						
6. I assumed additional responsibility as my experience increased. (ELCC 7.2)						
7. I was able to link leadership theory and practice. (ELCC 7.3)						
8. I was able to utilize my critical thinking and problem-solving skills. (ELCC 3.3, 4.3)						
9. My university faculty mentor was supportive and helpful. (ELCC 7.5)						
10. My university faculty mentor was in contact with my on-site mentor during the experience. (ELCC 7.5)						
11. I had ample opportunities to discuss my progress with my on-site mentor. (ELCC 7.5)						
12. I was able to gain access to central figures in the school district. (ELCC 7.4)						

13. I was able to meet with parents, community and community leaders to discuss the school. (ELCC 7.1)						
14. My assigned duties and tasks were explained well. (ELCC 7.5)						

15. I was permitted flexibility in carrying out my assigned tasks. (ELCC 7.1)						
16. I was provided with an orientation to the school site(s). (ELCC 7.5)						
17. My on-site mentor monitored my progress during the internship. (ELCC 7.5)						
18. The amount of assigned work was reasonable for the time available. (ELCC 7.1)						
19. I was encouraged to provide feedback and input about the activities. (ELCC 7.5)						
20. I was able to utilize my written communication skills. (ELCC 1.4, 3.2, 4.1)						
21. I was able to utilize my oral communication skills. (ELCC 1.4, 3.2, 4.1)						
22. The course work in the program was relevant to the internship experience. (ELCC 7.4)						
23. As a result of this experience, I feel ready to assume a school leadership position. (ELCC 7.1)						
24. I would recommend this experience for future interns.						

COMMENTS: Please add any comments or suggestions about the program, its processes, the courses, the faculty, your on-site mentor, or your internship in general. We value your input.

SOUTHEASTERN LOUISIANA UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND TECHNOLOGY
On-Site Mentor Form
EDUCATIONAL LEADERSHIP INTERNSHIP/INTERNSHIP EVALUATION FORM
Assessment #4 (2 of 2)

Name of Candidate _____ Name of School Supervisor _____ Name of School _____

Because you have served as the on-site supervisor for a internship candidate, could you please evaluate the overall effectiveness of the candidate based on the elements of the ELCC standards listed below? Attached is a more detailed document that includes sub-elements that describe specific behaviors. This will assist you in determining to what degree the candidate has met the standard. Please check the most rating for each standard.

- 4 Accomplished, Excellent, or Outstanding (3 or more quality artifacts as evidence)
 3 Proficient, Dependable, or Diligent (1-2 quality artifacts as evidence)
 2 Below Average, Inconsistent, or Occasionally Careless (no artifacts as evidence)
 1 Poor, Unsatisfactory, or Marginal (multiple absences, lack of effort, no artifacts of evidence)

Criteria Related to ELCC Standards	1	2	3	4
1.0 Develops a vision; articulates a vision; implements a vision; stewards a vision; promotes community involvement in the vision.				
2.0 Promotes positive school culture; provides effective instructional program; applies best practices to candidate learning; designs comprehensive professional growth plans.				
3.0 Manages the organization; manages operations; manages resources.				
4.0 Collaborates with families and other community members; responds to diverse community interests and needs; mobilizes community resources.				
5.0 Acts with integrity; acts fairly; acts ethically.				
6.0 Understands the larger context; responds to the larger context; influences the larger context.				

CANDIDATE DISPOSITIONS AND SKILLS

Using the following ratings, please rate the candidate you supervised on the dispositions and skills listed.

- 4 Accomplished, Excellent, or Outstanding
 3 Proficient, Dependable, or Diligent
 2 Below Average, Inconsistent, or Occasionally Careless
 1 Poor, Unsatisfactory, or Marginal

HUMAN RELATIONSHIPS

Place an X in box to indicate performance level	1	2	3	4
• Acceptance by others (5.1)				
• Ability to work with others (1.3b)				
• Communication skills (1.5b)				
• Maintains the dignity of individuals when correcting, disciplining, or reprimanding (5.2)				

PROFESSIONAL JUDGMENT

Place an X in box to indicate performance level	1	2	3	4
• Maturity				
• Consideration of all aspects when making decisions (5.3)				
• Fair and equitable (5.2)				
• Ability to think on feet				
• Bases decisions on laws, policies, and standard				

operating procedures (5.3)				
----------------------------	--	--	--	--

ABILITY TO LEARN

Place an X in box to indicate performance level	1	2	3	4
• Is a willing and active learner				
• Learns quickly				
• Asks questions when uncertain				
• Assumes responsibility to “find out” on his/her own				

APTITUDE AND APPLICATION

Place an X in box to indicate performance level	1	2	3	4
• Enthusiasm				
• Interest and industriousness (5.1)				
• Shows the understanding and ability to solve problems (4.3)				
• Innately attuned to a leadership role				
• Accomplishes goals through hard work and persistence (5.1)				

DEPENDABILITY

Place an X in box to indicate performance level	1	2	3	4
• Follows through with tasks (5.1)				
• Adheres to timelines, appointments (3.1c)				
• Notifies others when circumstances necessitate schedule changes (3.2a)				
• Can be counted on (5.1)				

QUALITY OF WORK

Place an X in box to indicate performance level	1	2	3	4
• Uses appropriate leadership skills to solve school problems, needs (3.3a)				
• Written communication demonstrates correct use of English mechanics (1.4a)				
• Oral communication demonstrates correct use of English (1.4a)				
• Is willing to put in extra time to get the job done (5.1)				
• Overall impression of all work attempted				

OVERALL PERFORMANCE

Place an X in box to indicate performance level	1	2	3	4
• Leadership skills				
• Personal initiative (5.1)				
• Ability to work effectively with others (5.2, 5.3)				
• Potential as an effective school administrator				

What qualities, if any, may render this candidate an unlikely candidate for a leadership position?

What are this candidate's most desirable characteristics?

Data Tables

Candidate Evaluation of the Intern Experience

Criteria Related to ELCC Standards	School Year 2006-2007 (N=14)					
	Not Applicable 0	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1. The activities allowed me to meet my learning goals. (ELCC 7.3)					43%	57%
2. Assigned activities were typical of those performed by a school leader. (ELCC 7.1)					22%	78%
3. I was made to feel a part of the administrative team. (ELCC 7.1)					36%	64%
4. I gained a realistic preview of school leadership. (ELCC 7.3)				8%	64%	28%
5. The work I did was challenging and stimulating. (ELCC 7.1)				14%	57%	28%
6. I assumed additional responsibility as my experience increased. (ELCC 7.2)					57%	43%
7. I was able to link leadership theory and practice. (ELCC 7.3)				21%	50%	28%
8. I was able to utilize my critical thinking and problem-solving skills. (ELCC 3.3, 4.3)					36%	64%
9. My university faculty mentor was supportive and helpful. (ELCC 7.5)					28%	72%
10. My university faculty mentor was in contact with my on-site mentor during the experience. (ELCC 7.5)					14%	86%
11. I had ample opportunities to discuss my progress with my on-site mentor. (ELCC 7.5)					22%	78%
12. I was able to gain access to central figures in the school district. (ELCC 7.4)					43%	57%
13. I was able to meet with parents, community and community leaders to discuss the school. (ELCC 7.1)					43%	57%
14. My assigned duties and tasks were explained well. (ELCC 7.5)					22%	78%
15. I was permitted flexibility in carrying out my assigned tasks. (ELCC 7.1)					36%	64%
16. I was provided with an orientation to the school site(s). (ELCC 7.5)				8%	64%	28%

17. My on-site mentor monitored my progress during the internship. (ELCC 7.5)					72%	28%
18. The amount of assigned work was reasonable for the time available. (ELCC 7.1)			8%	36%	43%	14%
19. I was encouraged to provide feedback and input about the activities. (ELCC 7.5)					43%	57%
20. I was able to utilize my written communication skills. (ELCC 1.4, 3.2, 4.1)					36%	64%
21. I was able to utilize my oral communication skills. (ELCC 1.4, 3.2, 4.1)					22%	78%
22. The course work in the program was relevant to the internship experience. (ELCC 7.4)					36%	64%
23. As a result of this experience, I feel ready to assume a school leadership position. (ELCC 7.1)					19%	81%
24. I would recommend this experience for future interns.					13%	87%

Data from the traditional Masters Program in Educational Leadership presented and indicate that only one candidate disagreed that the amount of field-based experience in the internship were reasonable. All other indicators were marked agree or strongly agree. Evaluation of Candidate by On-site Mentor

Knowledge and Skills:

Criteria Related to ELCC Standards	School Year 2006-2007 (N=14)			
	No Chance to Observe	No Criteria Met	Some Criteria Met	All Criteria Met
Vision	14%	0%	14%	72%
Culture	0%	0%	36%	64%
Management	0%	0%	28%	72%
Families and Community	22%	0%	14%	64%
Integrity, fairness, ethics	22%	0%	0%	78%
Larger Context	22%	14%	36%	28%

Dispositions:

Learning Outcome	School Year 2006-2007 (N=14)			
	1 Poor	2 Below Av	3 Proficient	4 Accomplished
1. HUMAN RELATIONSHIPS	%	%	%	%
• Acceptance by others (5.1)			22%	78%
• Ability to work with others (1.3b)			36%	64%

• Communication skills (1.5b)			19%	81%
• Maintains the dignity of individuals when correcting, disciplining, or reprimanding (5.2)			13%	87%
2. PROFESSIONAL JUDGMENT	%	%	%	%
• Maturity			28%	72%
• Consideration of all aspects when making decisions (5.3)			14%	86%
• Fair and equitable (5.2)			22%	78%
• Ability to think on feet			43%	57%
• Bases decisions on laws, policies, and standard operating procedures (5.3)			43%	57%
3. ABILITY TO LEARN	%	%	%	%
• Is a willing and active learner			43%	57%
• Learns quickly			22%	78%
• Asks questions when uncertain			36%	64%
• Assumes responsibility to “find out” on his/her own			19%	81%
4. APTITUDE AND APPLICATION	%	%	%	%
• Enthusiasm			22%	78%
• Interest and industriousness (5.1)			43%	57%
• Shows the understanding and ability to solve problems (4.3)			43%	57%
• Innately attuned to a leadership role			22%	78%
• Accomplishes goals through hard work and persistence (5.1)			36%	64%
5. DEPENDABILITY	%	%	%	%
• Follows through with tasks (5.1)		8%	64%	28%
• Adheres to timelines, appointments (3.1c)		14%	57%	28%
• Notifies others when circumstances necessitate schedule changes (3.2a)		21%	50%	28%
• Can be counted on (5.1)			57%	43%
6. QUALITY OF WORK	%	%	%	%

• Uses appropriate leadership skills to solve school problems, needs (3.3a)			72%	28%
• Written communication demonstrates correct use of English mechanics (1.4a)			28%	72%
• Oral communication demonstrates correct use of English (1.4a)			43%	57%
• Is willing to put in extra time to get the job done (5.1)			36%	64%
• Overall impression of all work attempted			19%	81%
<u>7. OVERALL PERFORMANCE</u>	%	%	%	%
• Leadership skills			22%	78%
• Personal initiative (5.1)			36%	64%
• Ability to work effectively with others (5.2, 5.3)			19%	81%
• Potential as an effective school administrator			13%	87%

Assessment #5: School Leader/Graduate Follow-up Survey

- 1. Description of the assessment: This assessment is administered to candidates following graduation and during the first year as a building school leader. There are four parts to this assessment: The candidate completes a self evaluation that is reflective of the quality of the university leadership program. Then, the candidate is evaluated by an employer, the faculty of the school in which the candidate is employed, and a minimum of six community members and parents.**
- 2. The alignment of the assessment with ELCC standards: The candidate is evaluated using the ELCC Standards in relationship to leading, facilitating, and making decisions while working as a school leader.**
- 3. Summary of Data:** The majority of the scores from the candidates in the old program were 3 and 4, where 4 is exemplary. Some of the scores were two from 2004-2005
- 4. Interpretation of how the data meets the standards:** Data derived from surveys gather from 2003-2006 graduates indicate that grades from those years made significant gains in the six leadership areas assessed by candidates, employers, school faculties, and community members. Significant gains from data in the last school year were indicated more frequently by employers in the leadership areas of Instruction, Management, Community, and Ethics. The university staff continues to look for ways to improve the program and candidate performance.

Attachment A - B

Employer: School Leader Graduate Follow-up Survey

District: _____

Total number of beginning school leaders (1-2 years experience) employed in your district that completed their graduate degree at Southeastern Louisiana University:

Please rate this school leader on his/her overall performance on a scale from 1-4 with “1” being “unsatisfactory” and “4” being “exemplary.” Circle your response.

<p>1. Visionary Leader: The graduate is an educational leader who has the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning supported by the school community. ELCC 1.1, 1.2, 1.3, 1.4, 1.5</p>	<p>1 2 3 4</p>
<p>2. Instructional Leader: The graduate is an educational leader who has the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. ELCC 2.1, 2.2, 2.3, 2.4</p>	<p>1 2 3 4</p>
<p>3. Managerial Leader: The graduate is an educational leader who has the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. ELCC 3.1, 3.2, 3.3</p>	<p>1 2 3 4</p>
<p>4. Community Leader: The graduate is an educational leader who has the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. ELCC 4.1, 4.2, 4.3</p>	<p>1 2 3 4</p>
<p>5. Ethical Leader: The graduate is an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. ELCC 5.1, 5.2, 5.3</p>	<p>1 2 3 4</p>
<p>6. Political Leader: The graduate is an educational leader who has the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. ELCC 6.1, 6.2, 6.3</p>	<p>1 2 3 4</p>

Additional Comments:

Employee: School Leader Graduate Follow-up Survey

District: _____

Please rate your preparation in each of the following areas on a scale from 1-4 with “1” being “unsatisfactory” and “4” being “exemplary.” Circle your response.

<p>1. Visionary Leader: I was prepared to be an educational leader who has the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning supported by the school community. ELCC 1.1, 1.2, 1.3, 1.4, 1.5</p>	<p>1 2 3 4</p>
<p>2. Instructional Leader: I was prepared to be an educational leader who has the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. ELCC 2.1, 2.2, 2.3, 2.4</p>	<p>1 2 3 4</p>
<p>3. Managerial Leader: I was prepared to be an educational leader who has the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. ELCC 3.1, 3.2, 3.3</p>	<p>1 2 3 4</p>
<p>4. Community Leader: I was prepared to be an educational leader who has the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. ELCC 4.1, 4.2, 4.3</p>	<p>1 2 3 4</p>
<p>5. Ethical Leader: I was prepared to be an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. ELCC 5.1, 5.2, 5.3</p>	<p>1 2 3 4</p>
<p>6. Political Leader: I was prepared to be an educational leader who has the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. ELCC 6.1, 6.2, 6.3</p>	<p>1 2 3 4</p>

Additional Comments:

Faculty: School Leader Graduate Follow-up Survey

School: _____

Please rate your school leader on his/her overall performance on a scale from 1-4 with “1” being “unsatisfactory” and “4” being “exemplary.” Circle your response.

<p>1. Visionary Leader: The school leader is an educational leader who has the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning supported by the school community. ELCC 1.1, 1.2, 1.3, 1.4, 1.5</p>	<p>1 2 3 4</p>
<p>2. Instructional Leader: The school leader is an educational leader who has the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. ELCC 2.1, 2.2, 2.3, 2.4</p>	<p>1 2 3 4</p>
<p>3. Managerial Leader: The school leader is an educational leader who has the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. ELCC 3.1, 3.2, 3.3</p>	<p>1 2 3 4</p>
<p>4. Community Leader: The school leader is an educational leader who has the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. ELCC 4.1, 4.2, 4.3</p>	<p>1 2 3 4</p>
<p>5. Ethical Leader: The school leader is an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. ELCC 5.1, 5.2, 5.3</p>	<p>1 2 3 4</p>
<p>6. Political Leader: The school leader is an educational leader who has the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. ELCC 6.1, 6.2, 6.3</p>	<p>1 2 3 4</p>

Additional Comments:

Community/Parents: School Leader Graduate Follow-up Survey

School: _____

Please rate your school leader on his/her overall performance on a scale from 1-4 with “1” being “unsatisfactory” and “4” being “exemplary.” Circle your response.

<p>1. Visionary Leader The school leader is an educational leader who has the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning supported by the school community. ELCC 1.1, 1.2, 1.3, 1.4, 1.5</p>	<p>1 2 3 4</p>
<p>2. Instructional Leader: The school leader is an educational leader who has the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. ELCC 2.1, 2.2, 2.3, 2.4</p>	<p>1 2 3 4</p>
<p>3. Managerial Leader: The school leader is an educational leader who has the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. ELCC 3.1, 3.2, 3.3</p>	<p>1 2 3 4</p>
<p>4. Community Leader: : The school leader is an educational leader who has the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. ELCC 4.1, 4.2, 4.3</p>	<p>1 2 3 4</p>
<p>5. Ethical Leader: The school leader is an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. ELCC 5.1, 5.2, 5.3</p>	<p>1 2 3 4</p>
<p>6. Political Leader: The school leader is an educational leader who has the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. ELCC 6.1, 6.2, 6.3</p>	<p>1 2 3 4</p>

Additional Comments:

**Attachment C
Data Tables**

ELCC STANDARDS	School Year 2005-2006 Average on a scale of 1 – 4 with 1= Unsatisfactory and 4= Exemplary			
	Employer	Employee	Faculty	Community
1. VISIONARY LEADER ELCC 1.1, 1.2, 1.3, 1.4, 1.5	3	3	3	3
2. INSTRUCTIONAL LEADER: ELCC 2.1, 2.2, 2.3, 2.4	4	4	4	3
3. MANAGERIAL LEADER: ELCC 3.1, 3.2, 3.3	4	4	4	3
4. COMMUNITY LEADER: ELCC 5.1, 5.2, 5.3	4	3	3	3
5. ETHICAL LEADER: ELCC 5.1, 5.2, 5.3	4	3	4	3
6. POLITICAL LEADER: ELCC 6.1, 6.2, 6.3	3	4	4	3

ELCC STANDARDS	School Year 2003-2004 Average on a scale of 1 – 4 with 1= Unsatisfactory and 4= Exemplary			
	Employer	Employee	Faculty	Community
1. VISIONARY LEADER ELCC 1.1, 1.2, 1.3, 1.4, 1.5	3	3	4	3
2. INSTRUCTIONAL LEADER: ELCC 2.1, 2.2, 2.3, 2.4	3	3	4	3
3. MANAGERIAL LEADER: ELCC 3.1, 3.2, 3.3	3	3	3	3
4. COMMUNITY LEADER: ELCC 4.1, 4.2, 4.3	3	3	3	2
5. ETHICAL LEADER: ELCC 5.1, 5.2, 5.3	3	3	3	2
6. POLITICAL LEADER: ELCC 6.1, 6.2, 6.3	2	2	3	2

ELCC STANDARDS	School Year 2004-2005			
	Average on a scale of 1 – 4 with 1= Unsatisfactory and 4= Exemplary			
	Employer	Employee	Faculty	Community
1. VISIONARY LEADER ELCC 1.1, 1.2, 1.3, 1.4, 1.5	3	3	3	3
2. INSTRUCTIONAL LEADER: ELCC 2.1, 2.2, 2.3, 2.4	3	3	3	4
3. MANAGERIAL LEADER: ELCC 3.1, 3.2, 3.3	4	4	3	4
4. COMMUNITY LEADER: ELCC 4.1, 4.2, 4.3	3	3	3	3
5. ETHICAL LEADER: ELCC 5.1, 5.2, 5.3	3	3	3	3
6. POLITICAL LEADER: ELCC 6.1, 6.2, 6.3	3	3	3	3

Assessment #6 Action Research Proposal: Seminar V (This seminar will be taught in spring 2007.)

- 1. Description:** The Action Research Proposal sets the stage for the internship. The candidate will begin implementation of the Action Research during Seminar VI, Internship and presented in the final portfolio. The candidate is expected to study and comprehend the No Child Left Behind legislation and use this information in the school profile and Action Research Proposal.
- 2. Alignment of ELCC:** The candidate is assigned to write a research proposal to be carried out in the future. It should encompass their plan for school improvement and being a “turn around” principal. In the introduction candidates will identify the purpose by acting as an informed consumer of scientific research. They will show evidence of integrity and ethics (6.1a, 5.1, 5.2). The review of literature will show a fair representation of controversy in literature, thus supporting a need for the project (4.2a, 5.2). The sample will be described in terms of cultural diversity, norms and values and change efforts that have been tried in the past (2.1a, 6.1f, 6.1g, 6.1h). In the theoretical framework, methods and procedures the candidate will explain how to use appropriate research strategies to improve student learning (2.3c). The relationship of the barriers to student learning will be explained (2.1). In the plans for implementation, effective learning strategies will be discussed and how to provide professional development in an effective manner (2.2, 2.4). Plans will be made for family and community involvement (4.1, 4.2). The candidate will explain the ways to use school and public resources to encourage communities to provide new resources for the study. (4.1a, 4.3b, 4.3c). The limitations and implications will be presented in the final section in which the candidate will explain the policies, laws and the larger political context and their impact on improved student learning (6.1, 6.3) .
- 3. Summary of Findings:** Data not collected. We will offer Seminar V for the first time spring 2007
- 4. Summary of data analysis.** No data exists as this course has not been taught.

Attachment A

Directions to Candidates: As a culminating experience of the Master of Education Program in School Leadership, the Action Research Proposal requires candidates create a useable proposal to carry out a research based strategy to improve student performance with an accompanying grant for financial needs. The candidate is expected to present the proposal to an advisory team of professors for approval. The advisory team may request revisions and modifications to the proposal before acceptance.

Your proposal must contain the following components:

- **Introduction:** Identify the purpose in relation to other studies in the field by citing essential relevant references. The purpose needs to be explained ethically and with integrity, and supported by educational theory (5.1, 5.2, 6.1a)
- **Review of Literature:** Identify a fair representation of controversy in literature (4.2a, 5.2)
- **Sample:** Analyze and describe the cultural diversity in a school community and community norms and values (2.1a, 6.1f, 6.1 g). Explain change efforts that have been tried in the past and how you will deal with people citing various theories of change and conflict resolution (6.1h)
- **Theoretical Framework and Methods and Procedures**
 - Demonstrates an understanding of how to use appropriate research strategies to promote an environment for improved student achievement (2.3c)
 - Identify, clarify, and address the barriers to student learning (2.0)
- **Plan for the implementing and monitoring:**
 - Explain how to design, implement, and evaluate activities (including technology) that apply principles of effective instruction(2.2a, 2.2b, 2.2c)
 - Explain an improved strategy for family involvement and community outreach that use community relations models and communications theory (4.1b, 4.1c, 4.1d, 4.1e)
 - Explain how to have active involvement within the community, including interactions with those of conflicting perspectives (4.2a)
 - Explain the use of adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. (2.4b).
 - Explain the use of appropriate assessment strategies and research methods to understand and lead programs that serve special education students and celebrate differences (4.2b, 4.2c, 4.2d.)
 - Explain the ways to use school and public resources to encourage communities to provide new resources. (4.1a, 4.3b, 4.3c)
 - Explain the involvement of staff in conducting operations (3.2a)
 - Provide ideas for funding this study (3.3b)
- **Explanation of Limitations of the study and implications for further study and action:**
 - Explain how the policies, laws, legal and political systems have an effect on the school and community (6.1b, 6.1c, 6.1d, 6.1e)
 - Explain the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. (6.3b)
 - Advocate policies and programs that promote equitable learning opportunities (6.3c.)

Attachment B

Assessment #6 Action Research and Grant Proposal Plan Rubric: Seminar V School Leader as Change Agent

Learning Outcome	Points: 54 Points Possible (based on 18 elements) 43 Points to meet Target Goal 30- 42 Points = Emerging School Leader 43- 48 Points = Proficient School Leader 49-54 Points = Accomplished School Leader
1. Written Expression	
2. Introduction	
3. Review of Literature	
4. Assessment of Teaching and Learning	
5. Implementation Plan and Monitoring	
6. Grant Proposal	

SPA Content Assessment #6 Emerging: limited knowledge and little or no evidence of application of the standards; Proficient: good knowledge and clear evidence, but not consistent application of the standards; Accomplished: well versed in leadership knowledge and clear, convincing, and consistent evidence application of the standards.

	ELCC Standard Element/Skill Area	U=0	E=1	P=2	A=3	Total /Target
I.	Written Expression: Candidate uses appropriate writing conventions: Mature command of language and usage; variety of correct sentence structures; effective transitions; consistent tense; excellent agreement; no spelling or punctuation errors.					/2
1.						
II	Introduction: Identify the purpose in relation to other studies in the field by citing essential relevant references.					
2.	The purpose needs to be explained ethically and with integrity, and supported by educational theory (5.1, 5.2, 6.1a)					
3.	Review of Literature: Identify a fair representation of controversy in literature (4.2a, 5.2)					
4.	Sample: Analyze and describe the cultural diversity in a school community and community norms and values (2.1a, 6.1f, 6.1 g).					
5	Explain change efforts that have been tried in the past and how you will deal with people citing various theories of change and conflict resolution (6.1h)					
	Theoretical Framework and Methods and Procedures					
6	Demonstrates an understanding of how to use appropriate research strategies to promote an environment for improved student achievement (2.3c)					/9
7	Identify, clarify, and address the barriers to student learning (2.0)					
	Plan for the implementing and monitoring:					
8	In relation to your topic, explain how to design, implement, and evaluate activities (including technology) that apply					

	principles of effective instruction(2.2a, 2.2b, 2.2c)					
9	Explain an improved strategy for family involvement and community outreach that use community relations models and communications theory (4.1b, 4.1c, 4.1d, 4.1e)					
10	Explain how to have active involvement within the community, including interactions with those of conflicting perspectives (4.2a)					
11	Explain the use of adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. (2.4b).					
12	Explain the use of appropriate assessment strategies and research methods to understand and lead programs that serve special education students and celebrate differences (4.2b, 4.2c, 4.2d.)					
13	Explain the ways to use school and public resources to encourage communities to provide new resources. (4.1a, 4.3b, 4.3c)					/
14	Explain the involvement of staff in conducting operations (3.2a)					
15	Provide ideas for funding this study (3.3b)					
	Explanation of Limitations of the study and implications for further study and action:					
16	Explain how the policies, laws, legal and political systems have an effect on the school and community (6.1b, 6.1c, 6.1d, 6.1e)					
17	Explain the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. (6.3b)					
18	Advocate policies and programs that promote equitable learning opportunities (6.3c.)					

Assessment #7 Strategic Plan: Seminar III Human Relations and School-Community Relations

1. Description: The Strategic Plan Report requires that the candidate critically evaluates, analyzes and develops a strategic plan document of a school, or school district. The candidate demonstrates that she/he has the ability to critically assess, articulate, document and implement a strategic plan that is based on vision, goals, objectives, reflective practice, and research-based best practices of student learning.

2. Alignment of ELCC Standards: The candidate will conduct a comprehensive review of the school's or district's strategic plan by critiquing the vision and explaining how it has been implemented (1.1,1.2). The candidate will provide a narrative with relevant data and cultural diversity (1.2b, 6.1e, 6.1f). In the analysis they will describe change efforts tried in the past and the difficulties (6.1a, 6.1h). They will conduct a needs assessment showing resources of families and community and their involvement in decision making (4.1a, 4.1b, 4.1f). It will also show public information sources and the outreach to businesses (4.1c, 4.1e, 4.1h). It will show the views of community agencies, health, social, and services (4.1g). Then they will create a new and/or revised strategic plan with a strategy for seeking new resources (3.3b); involvement of the community (4.2a); leadership to programs of special education students (4.2c); a plan for implementing assessment strategies to understand diversity and meet the diverse needs of all students (4.2b, 4.2d); how to use of public and community resources to encourage communities to provide new resources (4.3a, 4.3b, 4.3c); a strategy for engaging students, parents, and the community in advocating for adoption of policies and laws that benefit learning and promote equitable services to benefit families(6.3a, 6.3b, 6.3c); a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions (5.1); how to combine impartiality, sensitivity to diversity, and ethics. (5.2). Finally the candidate will provide ways to implement and monitor the strategic plan. The candidate will explain the initiatives necessary to motivate the learning community (1.3a, 1.3b); explain a strategy to use current technologies for management, business, and scheduling. (3.3c); a way to apply appropriate models and principles of organizational and management for student safety, student learning, curriculum and instruction (3.1a, 3.1b); a way to maximize time effectively and deploy financial and human resources (3.1c). explain the use of problem-solving skills and knowledge of strategic, long-range, and operational planning in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning (3.3a); Explain the use of communication skills with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates (6.2a)

3. Summary of data findings: Data was from summer 2006 and fall 2006. The faculty is striving to improve teaching and learning strategies in order to move more students to the accomplished level.

4. Interpretation of data: Data are presented that indicate expectations in eleven areas of standards and descriptions were met or exceeded by candidates in summer and fall 2006. Ten percent of candidates (less than 2) did not meet expectations in three areas.

Attachment A

Directions to Candidates: Meet with your mentor to talk about the school's strategic plan document(s). Plan an action strategy to meet with a team of school personnel to critically evaluate and analyze the strategic plan document(s). The parts of the report must include the following:

- Comprehensive Review of Strategic Plan: Include the following:
 - o Critique and/or development of a vision (1.1a, 1.1b)
 - o Analysis of how the vision has been implemented or not implemented (1.2a)
 - o Narrative and graphics showing the relevant data, economics and cultural diversity (1.2b, 6.1e, 6.1f)
 - o Describe how norms and values affect the school in promoting social justice. (6.1g)
 - o In your analysis show the use of educational theory, theories of change and concepts appropriate to the school context (6.1a, 6.1h)
 - o Explain how you made decisions based upon ethical and legal principles. (5.3)
- Construct and Conduct Needs Assessment that shows the following:
 - o The resources of families and community and their involvement in decision making (4.1a, 4.1b, 4.1f)
 - o Public information sources (media, newspapers, etc) and outreach to businesses and community (4.1c, 4.1e, 4.1h)
 - o Views of community agencies, health, social, and services. (4.1g)
- Create a New and/or Revised Strategic Plan that shows the following:
 - o A strategy for seeking new resources to facilitate learning (3.3b)
 - o Involvement of the community, including those of conflicting perspectives. (4.2a)
 - o Leadership to programs serving students with special and exceptional needs. (4.2c)
 - o A plan for implementing assessment strategies to understand diversity and meet the diverse needs of all students. (4.2b, 4.2d)
 - o How to use of public and community resources to encourage communities to provide new resources (4.3a, 4.3b, 4.3c)
 - o A strategy for engaging students, parents, and the community in advocating for adoption of policies and laws that benefit learning and promote equitable services to benefit families (6.3a, 6.3b, 6.3c)
 - o Explain how to show a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. (5.1)
 - o Explain how to combine impartiality, sensitivity to diversity, and ethics. (5.2)
- Plan for Implementation and Monitoring the Strategic Plan
 - o Initiatives necessary to motivate the learning community (1.3a, 1.3b)
 - o Strategy to use current technologies for management, business, and scheduling. (3.3c)
 - o A way to apply appropriate models and principles of organizational and management for student safety, student learning, curriculum and instruction. (3.1a, 3.1b)
 - o A way to maximize time effectively and deploy financial and human resources (3.1c)
 - o The use of problem-solving skills and knowledge of strategic, long-range, and operational planning in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. (3.3a)

- The use of communication skills with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates (6.2a)

Attachment B

Assessment. #7 School Strategic Plan Rubric: Seminar III Human Resources and School-Community Relations

Learning Outcomes		Points
1.	Written Expression	120 Points Possible (based on 40 elements)
2.	Comprehensive Review of Strategic Plan	96 Points to meet Target Goal
3.	Construct and Conduct Needs Assessment	75-95 Points = Emerging School Leader
4.	Create a New and/or Revised Strategic Plan	96 – 107 Points = Proficient School Leader 108-120 Points = Accomplished School Leader
5.	Plan for Implementation and Monitoring	

SPA Skills Assessment #7 – Emerging: limited knowledge and little or no evidence of application of the standards; Proficient: good knowledge and clear evidence, but not consistent application of the standards; Accomplished: well versed in leadership knowledge and clear, convincing, and consistent evidence application of the standards.

	ELCC Standard Element/Skill Area	U=0	E=1	P=2	A=3	Total
1.	1.4 Written Expression Candidate uses appropriate writing conventions: Mature command of language and usage; variety of correct sentence structures; effective transitions; consistent tense; excellent agreement; no spelling or punctuation errors.					/2
II.	Comprehensive Review of Strategic Plan: Candidate is able to conduct a comprehensive review of strategic plans based on vision and mission statements as well as key theoretical constructs and current research as benchmarks.					
2.	1.1a. Critiques and develops a vision of learning for a school that promotes the success of all students.					
3.	1.1b. Bases this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.					
4	1.2a. Demonstrates the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.					
5.	1.2b. Demonstrates the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.					
6.	5.3a. Makes and explains decisions based upon ethical and legal principles.					
7.	6.1a. Acts as informed consumer of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods.					

8.	6.1e. Demonstrates the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.					
9.	6.1f. Demonstrates the ability to analyze and describe the cultural diversity in a school community.					
10.	6.1g. Describes community norms and values and how they relate to the role of the school in promoting social justice.					
11.	6.1h. Demonstrates the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.					
			/15-21	/22-26	/27-30	/30
III.	Construct and Conduct Needs Assessment: Candidate is able to construct and conduct an appropriate needs assessment to develop strategic plans that are based on the vision and mission statements of the school or district unit. (3.2a)					
<u>12</u>	<u>4.1a.</u> Demonstrates an ability to bring together the resources of family members and the community to positively affect student learning.					
13	4.1b. Demonstrates an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.					
14.	4.1c. Demonstrates the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.					
15.	4.1d. Applies an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.					
16	4.1e. Develops various methods of outreach aimed at business, religious, political, and service organizations					
17	4.1f. Demonstrates the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.					
18	4.1g. Demonstrates the ability to collaborate with community agencies to integrate health, social, and other services.					
19	4.1h. Develops a comprehensive program of community relations and demonstrates the ability to work with the media.					
<u>20</u>	<u>4.2a.</u> Demonstrates active involvement within the community, including interactions with those of conflicting perspectives.					

21	4.2b. Demonstrates the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community.					
22	4.2c. Provides leadership to programs serving students with special and exceptional needs.					
23	4.2d. Demonstrates the ability to capitalize on the diversity of the school community to improve school programs and meet the diverse needs of all students.					
<u>24</u>	<u>5.1a.</u> Demonstrates a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.					
<u>25</u>	<u>5.2a.</u> Demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations.					
			/25-32	/33-37	/38-42	/42
IV	Create a New and/or Revised Strategic Plan: There is evidence of using community resources and public funds to support student achievement, solve problems, and achieve school goals as evidenced by the school marketing and safety plans in the overall strategic plan					
<u>26</u>	<u>3.3b.</u> Creatively seeks new resources to facilitate learning					
27	<u>4.3a.</u> Demonstrates an understanding of and ability to use community resources, including youth services to support student achievement, solve problems, and achieve school goals.					
28	4.3b. Demonstrates how to use school resources and social service agencies to serve the community.					
29	4.3c. Demonstrates an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.					
30	<u>6.3a.</u> Demonstrates the ability to engage students, parents, and the community in advocating for adoption of policies and laws.					
31	6.3b. Applies an understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.					
32	6.3c. Advocates for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.					
			/11-14	/15-18	/19-21	/21
V.	Plan for Implementation and Monitoring: Candidate is able to develop tools that facilitate the implementation and monitoring of the strategic plan.					

33	1.3a. Formulates the initiatives necessary to motivate staff, students, and families to achieve the school's vision.					
34	1.3b. Develops plans and processes for implementing the vision					
35	3.3c. Applies and assesses current technologies for school management, business procedures, and scheduling.					
36	3.1a. Demonstrates the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.					
37	3.1b. Develops plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.					
38	3.1c. Demonstrates the ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.					
39	3.3a. Uses problem-solving skills and knowledge of strategic, long-range, and operational planning in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.					
40	6.2a. Demonstrates the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.					
			/12-16	/17-20	/21-24	/24

Attachment C
Data Tables

Strategic Plan Seminar III Human Resources and School Community Relations

Learning Outcome Aligned with ELCC	School Year 2005-2006 (N=8) DME = Does not meet expectations ME = Meets expectations EE = Exceeds expectations		
	DME%	ME%	EE%
1. Written Skills (1.4)	0%	75%	25%
2. Vision - Facilitates the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. (1.1, 1.2)	0%	62%	38%
3. Ethics and Legal Principals (5.3)	0%	88%	12%
4. Understands the Larger Context (6.1)	0%	50%	50%
5. Collaborate with Families and Other Community Members (4.1)	0%	88%	12%
6. Respond to Community Interests and Needs (4.2)	12%	50%	38%
7. Acts with Integrity (5.1)	0%	88%	12%
8. Acts Fairly (5.2)	0%	75%	25%
9. Manage Resources (3.3)	0%	88%	12%
10. Mobilize Community Resources (4.3)	12%	62%	25%
11. Influence the Larger Context (6.3)	0%	75%	25%
12. Implement a Vision (1.3)	0%	38%	62%
13. Manage the Organization (3.1)	0%	62%	38%
14. Respond to the Larger Context (6.2)	12%	75%	12%

In 2005-2006, all candidates met or exceeded expectations on the 14 areas for the Strategic Plan

Strategic Plan Seminar III Human Resources and School Community Relations

Learning Outcome	School Year 2006-2007 (N=14) DME = Does not meet expectations ME = Meets expectations		
------------------	---	--	--

	EE = Exceeds expectations		
	DME%	ME%	EE%
1. Written Skills	0%	86%%	14%%
2. Vision - Facilitates the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. (1.1, 1.2)	0%	72%	28%
3. Ethics and Legal Principals (5.3)	%	79%	21%
4. Understands the Larger Context (6.1)	0%	56%	36%
5. Collaborate with Families and Other Community Members (4.1)	0%	64%	36%
6. Respond to Community Interests and Needs (4.2)	0%	56%	64%
7. Acts with Integrity (5.1)	0%	78%	22%
8. Acts Fairly (5.2)	0%	86%	14%
9. Manage Resources (3.3)	0%	64%	36%
10. Mobilize Community Resources (4.3)	0%	86%	14%
11. Influence the Larger Context (6.3)	14%	86%	0%
12. Implement a Vision (1.3)	0%	64%	36%
13. Manage the Organization (3.1)	0%	79%	21%
14. Respond to the Larger Context (6.2)	14%	72%	14%