

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

Educational Leadership Constituent Council (ELCC)

COVER SHEET

1. Institution Name

Rhode Island College

2. State

Rhode Island

3. Date submitted

MM DD YYYY

03 / 15 / 2011

4. Report Preparer's Information:

Name of Preparer:

Tyler Page

Phone:

Ext.

(401) 456-9610

9610

E-mail:

wpage1@ric.edu

5. NCATE Coordinator's Information:

Name:

Alexander Sidorkin, DEAN

Phone:

Ext.

(401) 456-8113

E-mail:

asidorkin@ric.edu

6. Name of institution's program

Educational Leadership Program

7. NCATE Category

Educational Leadership-Principal

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

K-12

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

9. Program Type

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

10. Degree or award level

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

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

- Yes
- No

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

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

Administrator: Elementary & Secondary Principal Certificate

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable

state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes

No

SECTION I - CONTEXT

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

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

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

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

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

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

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

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

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

8. Candidate Information

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

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾

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

9. Faculty Information

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

Faculty Member Name	
Highest Degree, Field, & University ⁽⁵⁾	
Assignment: Indicate the role of the faculty member ⁽⁶⁾	
Faculty Rank ⁽⁷⁾	
Tenure Track	€ YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

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

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

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

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

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

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

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

program.

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

SECTION II - LIST OF ASSESSMENTS

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

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

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)			
Assessment #2: Assessment of content knowledge in educational leadership (required)			
Assessment #3: Assessment of ability to develop supervisory plan for classroom-based instruction (required)			
Assessment #4: Assessment of internship/clinical practice (required)			
Assessment #5: Assessment of ability to support student learning and development (required)			
Assessment #6: Content-based assessment-application of content (required)			

Assessment #7: Assessment of abilities in organizational management and community relations (required)			
Assessment #8: Additional assessment that addresses ELCC standards (optional)			

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

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

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

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each 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.

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

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

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

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

3. Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization,

operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

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

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

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

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

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

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

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

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

	#1	#2	#3	#4	#5	#6	#7	#8
7.3 Candidates apply skills and knowledge articulated in the first six ELCC standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs.	€	€	€	€	€	€	€	€

SECTION IV - EVIDENCE FOR MEETING STANDARDS

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

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

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

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

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

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

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

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

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

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

See **Attachments** panel below.

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

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

Comprehensive Examination

See **Attachments** panel below.

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

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

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

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

Curriculum and Instruction: Course Portfolio

See **Attachments** panel below.

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

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

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

ELCC 7.0- Internship Connections

See **Attachments** panel below.

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

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

Reframing Supervision: Impact on School Culture & Student Achievement	Professional Impact Project (New)
PIP Teacher Survey	

See **Attachments** panel below.

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

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

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

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

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

NCATE-SECTION IV-#7-REVISED Mar 15 doc.doc
--

See **Attachments** panel below.

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

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



SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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

(Response limited to 12,000 characters)

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

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

(SEE SECTION IV FOR UPDATED INFORMATION)

C1: Content Knowledge:

Assessment #1: Although the State of Rhode Island's department of education does not require a leadership assessment, the Feinstein School of Education required candidates in the LEAD program to display knowledge and skills in national standards and leadership principles. As a result, candidates discover from the outset of their journey that ISLLC/ELCC standards are a foundational component to their leadership development.

Taking and passing the School Leaders Licensure Assessment (SLLA) was known during the Plan of Study phase at the beginning of the program. However, faculty were unsure as to how to score assessments since no State guidelines were in place. Program faculty decided to research other states requirements and cutoff scores. It appears that the "passing score was at the 80% mark, a 160 out of a possible 200. The first two cohorts to complete the program (as indicated on the data sheet) saw all candidates to date scoring at or above the 160 cutoff; many in the 180's. These scores indicate a baseline being set that show competency in all six standards.

As courses and syllabi have been refined, and ISLLC, ELCC, and state standards updated, faculty realize that the course outcomes need to be scrutinized; scoring rubrics in both internships need to be updated to reflect the changes in functions and elements of ISLLC and ELCC.

While the scores on the SLLA exam have shown a 100% pass rate, faculty are aware that this assessment is a narrow snapshot of an overall candidate experience.

Assessment #2: Closely aligned with the SLLA is the Comprehensive Exam taken as part of a candidate's culminating experience in their final semester. The goal of the comprehensive exam is to assess the cumulative body of knowledge and skills developed over the three years, experience in the

field, and as a check of, or affirmation of, the findings in the SLLA.

One of the tasks of a good leader is to be able to perform in situational settings. Drawing from principles and informed by standards, students are expected to function and operate as fundamental problem solvers. The comprehensive exam was crafted to challenge students to perform an "in box" exercise, prioritizing leadership tasks while using standards as the primary informers to guide their decision-making. While candidates all performed well on the exam to date, there appears to be a lack of clarity in terms of directions and alignment: the specific questions in the comprehensive exam need to align to specific standard elements, as does the scoring rubric, especially in conjunction with specific standard elements. The open-ended nature of the exam is being examined. The Comprehensive Exam for cohort three (Spring, 2011) has greater fidelity to both clarity and alignment.

While the present comprehensive examination will be retained for consistency in form and data collection, the evaluative criteria listed in the scoring rubric are being examined and redefined to clearly cover more than one aspect of the various standard elements. The scoring rubric will evaluate candidate mastery on the majority of concepts outlined by various standard elements. The data chart will be revisited to continually assess aggregated data results for specific standard elements.

Assessment #6: The program portfolio assessment is intended to be representative of all candidate experiences. The portfolio description needs to be redesigned to more clearly align in measuring candidate content mastery of specific ELCC standard elements. While the scoring rubric touches on all big-pictures standards, a restructured scoring rubric is being developed to better align to the majority of concepts outlined for each standard element listed. In sum, there is an awareness that greater clarity is needed regarding the scoring rubric and assessment description: program faculty have been assigned to create a redesign that is clear to the candidate and meaningful to program development.

C2: Candidate understanding and application of practice and professional content:

Assessment #3: Portfolio.

The course portfolio assessment represents the candidate's capacity following the 504 course: Leading Learning I: Planning, Instruction, Assessment. The portfolio elements represent the knowledge and understandings developed through the coursework. The rubric, however, is being redesigned in order to more clearly align with specific ELCC standard elements.

Having reviewed and reflected on the Evaluation of Program Report Evidence, the LEAD Program is in the process of revising the assessment description in order to provide additional specificity around the expectations (content, rationale, and presentation). In addition, we are developing a scoring rubric consistent with these more specific expectations for the Course Portfolio (assessment #3).

The elements of the Course Portfolio and corresponding ELCC standards addressed are as follows:

Reflection Papers (5)

ELCC Standards to be addressed in the candidate's paper include, but may not be limited to: 1.1-5, 2.1-4, 3.1-3, 4.1-3, 5.1-3, 6.1, 6.2, 6.3, and 7.1-6.

Mapping Project

ELCC Standards addressed and evaluated as part of the Curriculum Mapping Project include: 2.1a, 2.2a-c, 2.3a-c, 2.4a-b, 3.1a, 3.1c, 3.3b-c, 5.2, and 5.3

Classroom Assessment Confidence Questionnaire Paper and Competency Standards in Student Assessment for Educational Administrators Paper

ELCC Standards addressed and evaluated as part of these two papers include:

1.1a-b, 1.2a-c, 1.3a-b, 1.4a, 2.2a-c, 2.3a-c, 2.4a-c, 3.1a, 3.1c, 6.1a, 6.1c-e

Evaluation of Alignment Documents

ELCC Standards addressed and evaluated as part of the Evaluation of Alignment Documents Project include:

2.1a, 2.2a-c, 2.3a-c, 2.4a-b, 3.1a, 3.1c, 3.3b-c, 5.2, 5.3, 6.1a-h

Reflections on Instructional Leadership

As the Reflective Essay represents a look back at the entire program (coursework, seminar, and internship), ELCC Standards to be addressed in the candidate's reflective essay include, but may not be limited to: 1.1-5, 2.1-4, 3.1-3, 4.1-3, 5.1-3, 6.1, 6.2, 6.3, and 7.1-6.

Final Reflection Paper

As the Final Reflection Paper represents an evolution of the candidate's thinking from application to the LEAD program through completion of this course (Curriculum, Instruction, Assessment), ELCC Standards to be addressed in the candidate's paper include, but may not be limited to: 1.1-5, 2.1-4, 3.1-3, 4.1-3, 5.1-3, 6.1, 6.2, 6.3, and 7.1-6.

Assessment #4: While the internship evaluation is clearly laid out and aligned to specific ELCC standard sub-elements, the instrument needs to be updated to the latest ELCC (2008/2011) update. Candidates will all have different experiences in both 511 and 512. However, it would be instructive to determine which elements and sub-elements were being covered and which were difficult to embed in the internship experience. A key learning component for the cohorts(s) would be inclusion of group sharing while specifically using the expanded rubric to at least experience vicariously, areas that they may not have been exposed to. Modeling the experience would be consistent with the "modeling" exercise in the LEAD 505 course taken concurrently with the first internship.

Assessment #7: The field experience assessment originally posted in the first submission was lacking in detail to address the degree that candidates are skilled in organizational & community relations. A full descriptor of the task is now available in Section IV.

The 50 hour field experience is actually one of four separate field components of candidate leadership development. Conversational data drawn from class discussions in LEAD 503, and consistent with the research, has determined that school-community relations may one of the most neglected standard, especially in an urban family setting.

This field experience is very different from the regular school setting. It is intentional that no specific tasks have been developed: suggestions are offered by faculty in the event that candidates struggle. A list of previous activities can be found in the Section IV document. Additional connections to urban agencies have been discovered; these are offered to candidates to pursue in securing the 503 placement.

Some candidates have found the initial foray as frustrating. Indeed, that is part of the course intent. Faculty expectations are that part of leadership is to push oneself and work to develop a disposition of inquiry and problem solving in both discovery and securing their own placement. In the event that students continue to struggle, a secondary suggestion is to collaborate with the cohort instead of dependence on faculty for direction.

Students identify the goals to be accomplished with their site mentor/supervisor. They maintain a journal capturing the full scope of the field experience, and identify a problem/issue within the field experience. Collaborating with the field supervisor, they work to develop a comprehensive review of the problem, potential solution/opportunities, barriers to implementation, and realistic solution to the problem.

One of things that the newest candidates of 503 will be charged with is to determine specific activities connected to ELCC standards and elements. Site supervisors, most with no educational background, need to be grounded in standards and elements; candidates need to start the experience by going over the evaluation from the outset so that mentor feedback is understandable, accurate and meaningful. The evaluation has been redesigned to provide clarity and consistency.

Perhaps the biggest change was to attend to clear connections between the experience and all five of the 7.0 elements. While not all elements are relevant to this particular field practice, in fact, a significant number of elements are present and targeted in the assessment.

C.3. Candidate effects on P-12 student learning

Assessment #5: The original program report for this assessment states: "the purpose of this assessment is to allow candidates to practice influence/change strategies within the school context, with the goal of improving school culture."

However, while the task has been deemed to be different yet meaningful in terms of its impact on student learning, feedback from the data and presentations, suggests that candidates have been focusing more on themselves than the subject in the exercise. As a result, candidate learning might be impacted in the future as a result of their experience, but the "target" of the exercise has not been providing feedback indicating his/her growth, and the direct/indirect influence on peers that was intended as a outcome springing from the project.

From these findings, faculty determined that the school's whole PIP project should be used to experience the full impact of the project, including more detailed research, data collection, and personal reflection based on quantitative and qualitative feedback at the conclusion of the project.

And while the assessment description is well-designed and targeted to evaluate candidate skill mastery of the concepts contained in the ELCC standard elements, the scoring rubric needed to be expanded to include all areas that are aligned to ELCC standard elements. As a result, evaluative criteria will be more closely aligned to the standard sub-elements and address the concepts found in these standards. The data chart show greater aggregated results on each standard element.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report) was needed.

According to this report, as a result of coursework, faculty are developing new rubrics that align with standards, elements, and key indicators. LEAD faculty are continually updating coursework with more relevant required textbooks and articles that are specifically connected to the new ELCC/RI Leadership Standards, the FSEHD advanced competencies, and the recently developed dispositions connected to the Rhode Island leadership standards including: seminal textbooks; revisiting the nature of the required artifacts for the exit portfolio; examining a possible redesign of the comprehensive examination to complement the SLLA; inter-departmental sharing; an I relationship among assessment tools; examining the recommendation of a diverse internship experience; and reconsidering the 3-year program calendar.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

None

PART F - ADDITIONAL COMMENTS

The LEAD program is shifting from a three year to a two year model. Part of the intent is to make the

300 hour internship experiences connected to the full-year school experience instead of the two existing spring practices. As the calendar is adjusted, hybrid/blended learning will be explored and implemented. As was the case in the original program redesign, the new ISLLC/ELLC standards will play a large part in the process.

Please click "Next"

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