



REACH INSPIRE CONNECT

Rhode Island College
Feinstein School of Education and Human Development

Educational Leadership (LEAD) Program
Andrew Snyder, Ed.D., Program Director

November 2, 2011

Contents

Introduction	1
Standard 1 – Assessment	2
Standard 2 – Curriculum	3
Standard 3 – Field	3
Standard 4 – Diversity	4
Standard 5 – Resources.....	5
Standard 6 – Improvement.....	5

Introduction

In anticipation of the RIPA visit later this month, I wanted to provide you with some explanation and evidence of our Program’s work to address the 2009 Visiting Team Report. While this update is necessarily short, we would be more than happy to add supporting documentation and/or meet with Dr. Audette during his campus visit, should that be helpful or requested.

However, before briefly discussing each of the Six Standards, two important updates to the Program must be mentioned:

1. After more than 18-months of consideration, research, surveys, interviews, and planning, the LEAD Program has moved to a **2-year course sequence**. Not one credit or course has been cut from the Program. Instead, in response to requests from students, districts, and RIDE, courses were re-ordered and calendared so as to make a 21-month M.Ed. possible. Students accepted into the original 3-year program unanimously opted to accelerate their coursework, taking some of the required coursework in Summers 2011 and 2012.
2. The Program is now **directed by Andrew Snyder, Ed.D.**, now in his fourth year as Assistant Professor at RIC. Dr. Snyder, who has taught more than half of the LEAD courses in past semesters, is leading an extensive curriculum review, mapping the standards and matching the culminating projects. Dr. Snyder developed RIC's Certificate of Graduate Studies in Teacher Leadership (CGS-TL) and will begin offering this 11-month course of study in Summer 2012. He was invited to serve on Providence Mayor Tavares' Educational Opportunity Working Group (EOWG).

Standard 1 – Assessment

RIPA Report: Approaching Standard (2007 and 2009)

The LEAD Program Faculty is meeting bi-weekly to review and revise the assessment system.

We are:

1. Examining the course sequence
2. Examining the major assessment instruments in each course
3. Ensuring the alignment of each major assessment instrument to the relevant ISLLC standard(s)
4. Communicating proactively with students regarding all major assessments, specifically addressing which standards and functions are to be evaluated
5. Devising a new "Mid-point Evaluation," a process through which all students will complete a formative self-evaluation and meet with LEAD Program faculty, making specific commendations and recommendations on their progress on the ISLLC standards and functions

6. Working both within the Department and the FSEHD Strategic Planning Committee to develop admission criteria more directly focused on candidate potential as a school leader
7. Writing an ISLLC Cumulative Assessment Rubric, to be completed by both the student and LEAD Program Faculty, specifically rating each candidate at the completion of the Program
8. Considering opportunities for additional “eyes” (adjunct faculty) to assist with the evaluation of major assessment instrument so as to limit potential bias from only two scorers

Standard 2 – Curriculum

RIPA Report: Approaching Standard (2007 and 2009)

We have:

1. Restructured the LEAD Program as a 2-year course sequence, allowing for internship experiences both at during the latter half of the school year (LEAD 511) and the first half of the school year (512)

We are:

1. Specifically including, as part of course syllabi and weekly class agenda, elements of technology use and fluency for school leaders
2. Requiring as part of LEAD 505 (Leading Learning II: Collaboration, Supervision, Technology) an understanding of the ISTE/NETS standards for school leaders
3. Developing additional elective options (one 3-credit elective is required) for students. Summer 2012 offerings include →
 - a. Leadership Dispositions
 - b. Leadership Studies through Biography
 - c. Issues in Educational Leadership

Standard 3 – Field

RIPA Report: Approaching Standard (2007 and 2009)

We have:

1. Restructured the LEAD Program as a 2-year course sequence, allowing for internship experiences both at during the latter half of the school year (LEAD 511) and the first half of the school year (512)
2. Secured through the FSEHD, a small stipend for the site supervisor and, in our initial meeting to review the candidate's internship learning plan, will ask that these funds might be used to hire a substitute for a number of hours, allowing the candidate to experience a more extended-time view of school leadership responsibilities

We are:

1. Working with cooperating site school leaders to develop experiences for our candidates in a variety of settings
2. Working to develop a rapport with the leadership at the Henry Barnard School (on RIC's campus) in order to create additional learning opportunities and experiences
3. Developing "job descriptions", specifically based on ISLLC standards for:
 - a. LEAD faculty intern supervision (full-time and adjunct faculty)
 - b. Site school leaders (Intern Mentors)
4. Developing record-keeping protocols for evaluations of internship sites
5. Creating on-line resources, references, and development literature on the ISLLC standards for use by our Intern Mentors
6. Continuing to work with our cooperating schools as well as district offices to develop partnerships that not only support our interns, but provide opportunities for service as well

Standard 4 – Diversity

RIPA Report: Approaching Standard (2007 and 2009)

We have:

1. Developed a 12-hour seminar in collaboration with both the School Counseling Program and School Psychology Program in which all CEP students together explore issues of diversity in school settings.

We are:

1. Specifically including, as part of course syllabi and weekly class agenda, issues around diversity (e.g. instructional leadership) for school leaders as well as the "role" diversity plays in all ISLLC standards
2. Working with other agencies as well as contacting district leaders in Rhode Island to grow the enrollment in the LEAD and CGS-TL Programs. The requisite offerings will

necessitate a search for a new faculty member in the Program. As in our 2009 search, we will work to develop a more diverse faculty presence within the Program

3. Enlisting current students that represent the more diverse populations in Rhode Island to recruit future cohort members. The CEP Department has provided incentives for applicants who are referred by current LEAD students

Standard 5 – Resources

RIPA Report: Approaching Standard (2007); On Standard (2009)

We are:

1. Identifying opportunities for our own professional growth and development through education and service

Standard 6 – Improvement

RIPA Report: Approaching Standard (2007 and 2009)

We are:

1. Continuing to work with the FSEHD Associate Dean for Assessment (also a LEAD faculty member), revisiting our major assessment instruments and associated rubrics
2. Meeting regularly to review our curriculum, assessments, and student progress