

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

University of Louisiana at Monroe

2. State

Louisiana

3. Date submitted

MM DD YYYY

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4. Report Preparer's Information:

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6. Name of institution's program

Master of Education, Educational Leadership

7. NCATE Category

Educational Leadership-Admininstration

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

PreK-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

Teacher Leader preK-12, Instructional Supervisor, Child Welfare and Attendance Officer, Supervisor/Director of Special Education, Principal, and Superintendent of Schools

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)

State universities recently submitted plans for implementation of new programs or re-design of existing Educational Leadership programs. Programs submitted were evaluated by State and outside consultants. ULM's Program was the only program in the State, considered by the State Department of Education and National Reviewers that was approved without stipulations. Communication from the State Department indicated that we had the "Best Reviews in the State" and . . . "No other campus has ever received a report where the majority of the pages were filled with 'strengths'. . . ." The National Reviewers were so impressed with the quality of the Educational Leadership proposal and interview that they recommended a special commendation be given to the institution. In 2005 the ULM M.Ed. in Educational Leadership was redesigned to align with institutional, state, and national standards.

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)

See attachment "Field and Clinical Experiences Educational Leadership"

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)

GENERAL REQUIREMENTS FOR ADMISSION TO THE GRADUATE SCHOOL
REGULAR STATUS. Applicants may be admitted to the Graduate School on regular status if they have earned a baccalaureate degree from a regionally accredited institution with a grade point average (GPA) of 2.5 on all undergraduate work pursued based on a 4.0 scale, have met undergraduate prerequisites for their major and minor fields, have met departmental admission requirements, and have submitted satisfactory GRE/ scores. The minimum requirements for regular status are ALL of the following: minimum GRE (verbal + quantitative) score of 750, minimum cumulative GPA of 2.5 (based on a 4.0 scale), and minimum formula score of 1875 (GPA * GRE).
CONDITIONAL STATUS. Applicants may be admitted on conditional status if they have undergraduate deficiencies and/or they are not qualified for admission to regular status because of their GPA and/or GRE scores. In the latter case, the minimum requirements for conditional status are ALL of the following: minimum cumulative GPA of 2.2 (based on a 4.0 scale) and

minimum formula score of 1650 (cumulative GPA * GRE). For applicants who are admitted on conditional status because they did not meet GPA and/or GRE/GMAT requirements for regular admission, the conditional status will be removed after the student earns a minimum of 12 semester hours of graduate credit at the University of Louisiana at Monroe with a 3.0 GPA and no grade lower than C. If these applicants fail to meet the requirements for removal of conditional status after earning 12 hours of graduate credit, they will be denied continuance in graduate courses.

PROGRAM ADMISSION In addition to the University requirements for admission to the Graduate School at ULM, applicants for admission to the Master of Education in Educational Leadership program must present a combined score of 1875 on a scale computed by multiplying the undergraduate grade point average by the combined Graduate Record Examination Test score (Verbal plus Quantitative) in order to qualify for "Regular Status." Students scoring between 1650 and 1875 (GRE X GPA) may be admitted on Conditional Status." Candidates for admission will be required to furnish additional information to the Department of Educational Leadership and Counseling. Requested material must be on file before the applicant can be reviewed for admission.

RETENTION To remain eligible for graduate school, a graduate student must maintain a 3.0 graduate GPA and no grade lower than C.

PROGRAM COMPLETION

A candidate for this degree and certification or alternative certification, must hold a valid teacher's certificate issued by the Louisiana Department of Education or its equivalent, have a minimum of 2.5 undergraduate GPA, complete the Graduate Record Examination (GRE) with an appropriate formula score and pass the state examinations specified. Candidates must be able to effectively utilize instructional leadership technology before progressing beyond the Teacher Leader Endorsement. Completion of the following courses and passing the necessary examinations will qualify the candidate/graduate for Louisiana certification as Teacher Leader preK-12, Instructional Supervisor, Child Welfare and Attendance Officer, Supervisor/Director of Special Education, Principal, and Superintendent of Schools: EDLE 500, EDLE 505 (satisfactory completion of the above tier I courses, Teacher as a School Leader, qualifies the candidate for a Teacher Leader Endorsement), EDLE 510, EDLE 515, EDLE 520, EDLE 530, EDLE 535, EDLE 540, (Tier II, Leader as Facilitator of Instruction and School Improvement), EDLE 545, EDLE 550, EDLE 555, EDLE 560 (Tier III, Leader as Manager). To fulfill the course requirements for a master's degree, the candidate shall present an average of not less than B on all work in the major field, with no grade lower than C and not more than six semester hours of credit with a grade of C and submit a passing score on the SLLA Exam.

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

The ULM Interactive Learning Model: Learning Facilitators Making a Better World structures unit programs and provides focus and continuity between degree levels within individual programs and across various programs. Both initial and advanced programs within the unit subscribe to the conceptual framework, which is knowledge-based, articulated, shared, coherent, mission-congruent, and continuously evaluated. The central core of the graphic superimposes the letters of our name, ULM, and outlines the interactive process of the conceptual framework under girding and defining the unit's professional education programs. The process, based upon standards, research findings, and sound professional practice, reflects the professional beliefs of unit members and addresses five program elements: 1) general studies; 2) content studies; 3) professional and pedagogical studies; 4) integrative studies; and 5) sequential, structured clinical and field experiences. Of the five elements, the clinical and field experiences provide the uniting link and offer the most authentic interaction, facilitate knowledge construction, provide a forum in which candidates apply that knowledge, and give concrete meaning to programs. At the graduate level, undergraduate programs serve as the General Studies element, and Content and Professional and Pedagogical Studies are Integrative.

(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)

The program consists of four portals, and candidates must satisfy the requirements of each portal before progressing to the next level. Within each portal are unique program assessments that are aligned to program standards. Program assessments are also aligned to institutional KSDs and so may be used for unit assessment as well as program assessment. Key assessments are stored in TaskStream, which is the information technology system utilized to collect, aggregate, and/or disaggregate data at the candidate, program, and unit levels. Candidates must score at least 2 on a scale of 1-3 on key assessments to pass through the portals.

(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.)**

MEd Educational Leadership Sequence and Listing of Courses

See **Attachments** panel below.

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.

Field and Clinical Experiences Educational Leadership

See **Attachments** panel below.

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: MEd Educational Leadership		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2006-2007	34	20
2007-2008	56	23

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(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	Gilbert, Rochelle
Highest Degree, Field, & University ⁽⁵⁾	Ed. D. in Educational Leadership, ULM
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	SCHOLARSHIP: When Accountability Knocks Will Anyone Answer (Madison Parish School District Program Review: a Look at NCLB/IDEA); Operation Clean SWEEP (System-Wide Educational Empowerment Program to increase student achievement in Madison Parish Schools); LEADERSHIP: Louisiana Association of School Administrators of Federally Assisted Programs (LASAFAP) Secretary 06; (LASAFAP) Treasurer 07; Louisiana Reading Association (LRA) ; Title I Special Interest Council President; Mid-South Delta Leaders; Administrator s Academy Coordinator/Presenter SERVICE: International Baccalaureate Program Coordinator; Law and Debate Team Coordinator; Drama Department Coordinator; Science and Mathematics on Planet Earth Liaison/Coordinator (SU); Head Start Advisory Committee; School Based Health Center Advisory Committee Member; NCATE Steering Committee Chair; NCATE Diversity; Member, University Equal Employment Opportunity Committee; Campus Advisor, Lambda Chapter Delta Sigma Theta
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Federal Programs Director, Madison Parish School District. Tallulah, LA (October 2005 August 2007) PK12 Director School Improvement, Madison Parish School District. Tallulah, LA (September 2002 September 2005) PK12 LINCS Content Leader/Mathematics Specialist, LaSIP Mathematics Monroe City School PK12 District. Monroe, LA (August 2001- August 2002) Site Coordinator/ Mathematics Specialist, The University of Louisiana at Monroe. Monroe, LA (July 1999 June 2001) -- PK8 Instructional Facilitator, LEAP Remediation Summer School Monroe City School District. Monroe, LA (June 2002 July 2002; May 2000 July 2000) 4th Instructional Consultant, Tensas Parish School District. Newellton, LA (August 1999 May 2000) - 6-8 Mathematics Specialist, Monroe City School District. Monroe, LA (August 1998 July 1999) PK6 President/Consultant, THERO Initiatives, LLC. Monroe, LA (December 1997 Present) PK16 Fourth Grade Teacher, Monroe City School District. Monroe, LA (Augu

Faculty Member Name	Holland, Glenda
Highest Degree, Field, & University ⁽⁵⁾	Ed.D., Educational Administration, Texas A&M Commerce
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty and associate dean
Faculty Rank ⁽⁷⁾	Professor and Administrator
Tenure Track	<input checked="" type="checkbox"/> YES

Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1. NCATE BOE member, 2. Chair of the Louisiana Education Consortium (LEC) Governing Board, which oversees doctoral programs in Educational Leadership and Curriculum and Instruction 3. Holland, G., Sanders, P., & Flowers-Gibson, B. (2007, February). Impact of adjunct/ part-time faculty on NCATE standards compliance. Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, New York.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Clinical supervision of educational leadership interns. Certified elementary ed. K-8 Math

Faculty Member Name	Pryor, Charles V.
Highest Degree, Field, & University ⁽⁵⁾	Ed.D. Counselor EducationNorthern Illinois University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Assoc. Prof, Counseling & Department Head
Faculty Rank ⁽⁷⁾	Assoc. Prof.
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Service on Graduate Council, University Strategic Planning Steering Committee, CEHD Graduate Appeals
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Field Supervision of Ed. Leadership Interns K-12

Faculty Member Name	Rice, George
Highest Degree, Field, & University ⁽⁵⁾	PhD in Educational Administration, The University of Mississippi
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty, Educational Leadership
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Scholarship: In-depth inquiry into ISLLC Standards area of Dispositions and the relationship to Franklian Psychology s Noetic Dimension Leadership: Active member of the Monroe Little Theatre, In Kind External Evaluator and Staff Developer for the Vicksburg Good Shepard Community Center s Even Start Program Contributions: 1. Board Member and Chair of the Education and Credentialing Committee, Viktor Frankl International Institute of Logotherapy, 2. Evaluation of Madison Middle School s Instructional Program, 3. August 2005. Religion, education, and politics. Panel Discussion at the Oxford Roundtable, Oxford, England.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Certification: Superintendent, Principal (Arkansas, Mississippi) Secondary English and Social Studies (Arkansas) Experiences: Grade Levels Pre K-12, All Disciplines. Provided Approximately 80 job-embedded technical support Professional Development Sessions to 31 different Pre K-12 schools.

(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)	SLLA - School Leaders Licensure Assessment	The SLLA - School Leaders Licensure Assessment is the State Licensure exam.	All candidates that complete the program and apply for licensure from the State of Louisiana are required to obtain a minimum of 168 on the SLLA. Tier II or III
Assessment #2: Assessment of content knowledge in educational leadership (required)	Final Exam Scores	The numerical average from the final exam scores of each class in the program.	All candidates are administered a final exam at the end of each course except EDLE 555 and EDLE 560-Intern Experiences. Tier I,II,III
Assessment #3: Assessment of ability to develop supervisory plan for classroom-based instruction (required)	Simulation Project-Observation Conference/Professional Development Plan	Candidates create a Supervisory Project that connects candidates' knowledge and application of best practices, communication, and developing professional growth plans within the context of their school's expectations.	Required Project for EDLE 540 – Leadership for Improving Instructional Practices. Tier II
		The Internship	The Rubrics are scored by the Intern's Site

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.	b	b	b	b	b	b	b	b
2.2 Provide Effective Instructional Program.	b	e	b	b	b	e	e	b
2.3 Apply Best Practice to Student Learning.	b	b	b	b	b	e	e	e
2.4 Design Comprehensive Professional Growth Plans.	e	e	b	b	e	e	e	e

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.	b	b	e	b	b	e	b	e
3.2 Manage the Operations.	e	b	e	b	e	b	b	e
3.3 Manage the Resources.	b	b	b	b	b	e	b	b

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.	b	b	e	b	b	b	b	b
4.2 Respond to Community Interests and Needs.	e	b	e	b	b	b	b	b
4.3 Mobilize Community Resources.	e	b	e	b	e	b	e	e

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.	b	b	b	b	b	b	b	b
5.2 Acts Fairly.	b	b	b	b	b	b	b	b
5.3 Acts Ethically.	b	b	b	b	b	b	b	b

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.	b	b	e	e	b	b	b	b
6.2 Respond to the Larger Educational Context.	b	b	e	b	b	b	b	e
6.3 Influence the Larger Educational Context.	e	b	e	b	e	b	b	e

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.	e	e	e	b	e	e	e	b
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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

Assessment 1

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, and case studies⁽¹⁵⁾, and portfolio tasks⁽¹⁶⁾. (Answer Required)

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

Assessment 2

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.¹⁷ 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.

Assessment 3

See **Attachments** panel below.

(17) NCATE will provide a link to a sample response for this requirement.

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.

Assessment 4

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 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

Assessment 5

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

Assessment 6

See **Attachments** panel below.

(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

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. (Answer Required)

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

See **Attachments** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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

(Response limited to 12,000 characters)

In 2005, the Louisiana Department of Education required all Educational Leadership Programs to be redesigned based upon Louisiana Standards for Educational Leaders and the Interstate School Leaders Licensure Consortium standards. The redesigned programs were submitted to a panel of state and national educators who had expertise in educational leadership. The Educational Leadership Program (EDLE) at the University of Louisiana/ Monroe was the only redesigned program approved with no stipulations. The task of implementing the redesigned program, while phasing out the Educational Administration and Supervision (EDAS) program by December 2007 (later extended to December 2008), has been a challenge for candidates and faculty. Additionally, Tier I Courses have been taught by adjuncts resulting in haphazard attention to Candidates' use of the electronic portfolio that has negatively influenced data collection. Assessment results, compiled for this report, have been analyzed by the Educational Leadership faculty. The process has focused our attention toward changes that need to be addressed to insure our Candidates receive the best preparation possible. As this program becomes our major concern, we can more effectively implement necessary changes.

1. Content Knowledge:

Multiple assessments across the program (Assessment 1, School Leaders Licensure Assessment and Assessment 2, Final Exam Scores) indicate that Candidates are well prepared with content knowledge as

they progress from Tier I (Teacher Leader) with a combined mean score of 94.77/2.90 to Tier II (Educational Leader). However, the combined mean for Tier II, 87.91/2.69, suggest that we need to examine, more closely, Tier II classes for alignment of course objectives, activities, and assessment (Rubrics). Attention will be given to how well these are related to the standards. The drop in the combined mean 88.19/2.62 in Tier III (Educational Practitioner) will also be examined. It is possible that a portion of the decline can be attributed to how the data are recorded and reported on TaskStream.

Although Candidates in the Educational Leadership Program have a mean score of 179.05, three Candidates have failed to meet Louisiana's required score of 168 or the required score of the state in which they will certify on their first attempt. Two of these Candidates were successful on their second attempt resulting in a pass rate of 96%. The EDLE Program is currently in the process of communicating with Educational Testing Service related to attempting to obtain more specific feedback related to Candidates' deficiencies on the exam. This will enable us to provide meaningful assistance to Candidates who will retake the exam.

2. Professional and Pedagogical Knowledge, Skill, and Dispositions:

Four assessments across the Program address professional and pedagogical knowledge, skills, and dispositions. They include: Tier III-Assessment 4, Candidate Portfolio, Tier I-Assessment 6, School Brochure, Tier III-Assessment 7, School Budget Simulation, and Tiers I, II, III- Assessment 8, Dispositions Survey (Optional). Candidates, as a whole, would be considered successful when examining professional knowledge, skills, and dispositions. Mean scores on selected assessments ranged from 2.72-2.79 indicating that Candidates use professional knowledge in application to real world problems with predictable and unpredictable outcomes and they demonstrate beliefs that all children deserve the opportunity for a quality education.

Two areas of concern that were gleaned from an examination of the data were Standard IV, Collaboration and Standard V, Values. We are in the process of developing an Introductory Unit on ISSLC Standards for EDLE 500 to insure Candidates know and will be prepared to apply the Standards in courses that follow. EDLE 505's Assessment Activity will be redesigned to emphasize Collaboration and Ethical behavior and EDLE 550's Assessment Activity will be modified to emphasize Collaboration and the importance of Ethical, Legal, and Fair behaviors.

EDLE 530, in which Candidates examine their values and develop personal mission statements, will add a Reflection component to the Activity. Instructors of all classes will be asked to monitor all Candidates and require, as a component of each TaskStream Activity, a narrative reflection relating the activity to Standards IV and V.

3. Student Learning:

Primary sources of data used to infer the impact upon student learning were Assessment 3-Observation/Conference Simulation and Assessment 5-Action Plan Project. As reported in Section IV, Assessment 3, Number 3 (Means=2.73, 2.47) and Section IV, Assessment 5, Number 3 (Means=3.00, 2.55), Candidates are learning and applying Effective Instruction, Best Practices, use of data for Planning, and Developing Professional Growth Plans that impact student learning. The data also revealed areas of focus for improvement in Candidate preparation.

Applying Best Practices received the lowest mean scores (2.51, 2.41) and will be addressed in EDLE 520, EDLE 530, EDLE 535, and EDLE 540. Faculty are working on modifications to instruction and assessment to more explicitly indicate to students application of Best Practices. EDLE 500 faculty will be requested to modify the Action Research Project to address identification of Best Practices. A second area that is currently being addressed is modification to the Electronic Portfolio, TaskStream, to better identify unique indicators that make up each major area of the Action Plan Project. 2006-2007 data were reported as an aggregate and are too global to infer, with any precision, areas of difficulty. While the global scores suggest that student learning is being impacted by Candidates' Action Plans, information from specific indicators is now available to confirm this (2007-2008). While this Rubric is being reconfigured, other Rubrics (i.e. EDLE 540 and EDLE 545) are being examined for similar problems.

Conclusion:

The Educational Leadership Program is in a state of change. The Program has numerous strengths that are presented in Section IV of this report. From the data, it is clear that Candidates are able to demonstrate knowledge, skills, and dispositions as required of Educational Leaders. It is also clear that, while Candidates perform above State Requirements for Licensure and above the Acceptable Level, the Program still has improvements to be made to reach Target Level and have 100% of its Candidates meet State Licensure requirements. These will include:

1. Examining Course Activities and Rubrics to insure that specific identified areas are addressed.
2. Introducing of ISSLC Standards in Candidates initial course, EDLE 500.
3. Developing Best Practices in Action Research Projects in EDLE 500 and continued verbalization in other courses.
4. Emphasizing the development of dispositions through beliefs and values in EDLE 530.
5. Demanding consistency in reporting data to TaskStream.
6. Collaborating with TaskStream personnel to insure the integrity of data collection and reporting in a meaningful format.
7. Examining the use of Adjuncts. Two critical courses, EDLE 500 and EDLE 505, comprise Tier I of the redesigned Program and have never been taught by Educational Leadership faculty.
8. Investigating the value, to Candidates, of implementing Cohort Groups.

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.)

Please click "Next"

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