

**South Carolina Department of Education
New Program Proposal for Educator Preparation Programs**

COVER SHEET

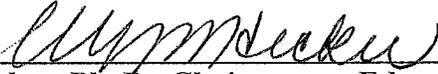
Furman University

**Educational Specialist (Ed. S.) Program
In School Leadership**

**August 15, 2015
Date of Submission**



John Beckford D.M.A., Vice President for Academic Affairs and Dean



Nelly Hecker, Ph. D., Chairperson, Education Department

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II. PROGRAM OVERVIEW

A. CLASSIFICATION

- 1) School Leadership Program (School Administration)
- 2) Furman University
Professional Education Unit
Graduate Studies
- 3) Education Specialist Degree (Ed. S.) in School Leadership
- 4) January 2016 (May 2016)
- 5) CIP – 13-0401 Educational Administration and Supervision, general
- 6) New Program
- 7) NO. Does not qualify for supplemental scholarships
- 8) Delivery – Traditional instruction

B. JUSTIFICATION FOR THE PROGRAM

- 1) Program purpose and long range goals:

The Ed. S. degree program in School Leadership is designed to provide instructional service and leadership candidates who have a master's degree in another area to add on the licensure required to be a school administrator. As the highest degree granted by Furman University, the Ed. S. program is designed to prepare students who are advanced scholars and leaders in education. The degree is a post-master's degree program for experienced teachers, teacher leaders and coaches, and other educators who seek to develop their potential and competencies; who are committed to the improvement of PK-12 education, especially at the school and district level; and who aspire to be lifelong researchers and leaders in their organizations. The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

Goal 1: To advance Furman's mission to create scholars and leaders.

Goal 2: To meet the needs of Furman alumni and other master's degree holders who seek course work beyond the master's degree level and wish to add school level administrator certification.

Goal 3: To provide an advanced degree program grounded in ELCC standards, understanding that the central responsibility of leadership is to improve teaching and learning.

Goal 4: To prepare candidates who have the knowledge, skills, and attributes required of school leaders in today's workplace.

Goal 5: To create, implement, and refine a program that meets the ELCC standards for School Leadership in a just and democratic society.

2) Need for the program:

A number of changing dynamics, from social, economic, demographic, and structural, are impacting the fate of schools across our country. This is compacted in South Carolina by continuing economic factors and severe budget shortfalls. Additionally, schools and school districts are beset by increasing expectations for student achievement as measured on standardized tests, social and family modifications, pacing instruction using the rapidly advancing new technologies, and increased change in school systems, including privatization and deregulation in the form of private, charter, and online schools. All of these factors create unusual demands for school leaders while also presenting them with unique and exceptional opportunities. Based on recent survey data, Furman's Office of Graduate Studies ascertained that many of our + 30 candidates in School Leadership are seeking an advanced degree program grounded in the same knowledge, skills, and concepts as our NCATE-accredited master's degree programs. Many of these students, who seek or have found positions at the school level, wish to advance their studies in a program that provides its candidates the capacity to manage change and to create collaborative action on behalf of student results. This program was first submitted in February 2015 as a program modification of the existing Ed. S. in Educational Leadership as a new, 'School Leadership' track. Although approved by the SDE's Program Review Committee as such, the SC Board of Education asked that the program be re-submitted as a new program.

Essentially, candidates in the Ed. S. track in School Leadership will complete the ELCC and NCATE-approved 30 credit sequence in school leadership courses, including the 12-month practicum, but add the culminating Ed. S. seminar that is also the final course in the Ed. S. program in Educational Leadership. This final seminar will include a comprehensive assessment that reflects advanced practice at the Ed. S. level. The approved Ed. S. program for the Superintendency in the current Ed. S. track in Educational Leadership will remain unchanged.

This new program modification in two existing, NCATE-approved programs allows for program flexibility in meeting the growing needs of our degree candidates without decreasing the rigor or expectations of our approved programs. If approved, our goal would be to offer the newly modified program to degree candidates beginning in the Spring term of 2016. The documents below complete this resubmission.

3) Centrality of the program to the institutional mission:

The Mission of Furman University's Graduate Studies Program in Education is to provide a distinctive graduate education experience to professional educators in Upstate South Carolina. By nurturing a commitment to independent thought and lifelong learning, Furman seeks to produce teachers and administrators who are grounded in the traditional sources of knowledge and are yet capable of devising new solutions to the problems facing professional educators today.

The following statements express the philosophical foundation of the graduate program in educational leadership and constitute the principles that guide the program of study in relation to the university, our community, and our nation:

- The central responsibility of educational leadership is to improve teaching and learning.
- Leadership is active, not passive. It is collaborative and inclusive, not exclusive.
- Leadership preparation requires the cultivation of professional competence through bridging experiences and clinical practice as well as classroom performance activities.
- Principals, supervisors, curriculum directors, and superintendents increasingly need to take initiative and manage change. They must build a group vision, develop quality educational programs, provide a positive instructional environment, apply evaluation processes, analyze data and interpret results, and maximize human and physical resources. They also must generate public support, engage various constituencies, and mitigate value conflicts and political pressures.
- Leadership includes an ethical dimension versed in social justice because principals, superintendents, and other leaders are moral agents responsible for the welfare and development of students.
- The application of knowledge and the development, integration, and practice of professional skills are key components to this program of study.
- Any advanced program in educational leadership should prepare candidates in ways that include three dimensions: 1) Awareness, 2) Understanding, and 3) Capability.

4) Conceptual framework summary:

A theme in the Conceptual Framework created by the Professional Education Unit at Furman is the “preparation of educators who are scholars and leaders.” This theme is interwoven between the undergraduate, post-baccalaureate, and graduate programs of study. This theme also reflects the mission of the national Network for Educational Renewal for schooling in a democracy and the four moral dimensions of teaching that support that mission: acculturation of youth into a democracy; access to knowledge by all learners; providing a nurturing pedagogy; and leadership and stewardship of schools. (Please see Conceptual Framework in **Attachment 1**). The goal of Furman’s advanced graduate program in School Leadership then will be to continue the theme set forth in the conceptual framework and prepare school leaders who understand the active need to improve teaching and learning from a global perspective.

5) Relationship of the Program to other programs within the institution and to other SC institutions of higher education.

The Education Specialist degree program in School Leadership at Furman will mirror the NCATE- accredited and ELCC-approved Master of Arts degree with a concentration in School Leadership; however, it will also include an advanced, culminating seminar component that represents advanced work beyond the master’s degree. This will enable master’s degree holders in other areas such as school counseling or literacy to also add licensure as school principals while advancing their individual degree status. Administration of Furman’s graduate program is the responsibility of the Office of

Graduate Studies with supervision by the Director of Graduate Studies, who is also chair of the Graduate Council, the governing board for all graduate programs at Furman. The Director of Graduate Studies is appointed by and responsible to the Chair of the Education Department and acts as a liaison between the Graduate Council, the Education Department, and other departments offering courses for graduate credit. The Graduate Council includes a representative from each department offering a graduate degree or concentration. Additionally, the director of the Library and two members of the faculty-at-large are appointed by the University nominating committee to serve on the Graduate Council. The Program Chart in **Attachment 2** shows the relationship of the advanced licensure program(s) to the administration and to other licensure programs at Furman University.

The knowledge base of the Educational Specialist Degree program in School Leadership at Furman is shaped by and reflected in the philosophy, goals, and objectives of the National Policy Board for Educational Leadership and the Educational Leadership Constituent Council's national standards. Furman's program will accept candidates from nationally accredited peer institutions who meet the admission standards and reflect Furman's mission for scholarship and leadership.

The program is also informed by recommendations, texts, national reports, and position papers included in **Attachment 3, Resources**.

C. ENROLLMENT

1) Admissions criteria specific to the program:

In order to be admitted to the Educational Specialist degree program in School Leadership at Furman University, a candidate must have:

- A Master's degree in education or its equivalent from an accredited college or university
- A graduate minimum GPA of 3.0 or higher
- A valid South Carolina Professional Certificate at the elementary, middle, or secondary level in elementary administration and supervision or secondary administration and supervision.
- Two completed recommendations by current or former supervisors, or persons familiar with the candidate's leadership qualifications
- Completed the graduate application form
- Official transcripts from all colleges/universities attended

2) Table for projected enrollment for the first five years:

	2016-17	2017-18	2018-19	2019-20	2020-21
	5	5	10	10	10
		10	10	10	10
TOTALS	5	15	20	20	20

D. CURRICULUM

1) Program of Study

(33 Credits)

Recommended sequence of courses:

Concentration courses:(30 credits of required study)

EDSL 718 Organization and Control of American Schools (3)

EDSL 719 Leadership in Educational Organizations (3)

EDSL 727 Strategic Planning and Thinking in Education (3)

EDSL 730 Designing and Implementing Curriculum (3)

EDSL 825 Schools and the Law (3)

EDSL 840 Supervision and Instructional Leadership (3)

EDSL 823 School Finance (3)

EDSL 849 The Principalship (3)

Must be taken just prior to/or concurrently with the internship.

Prerequisites: EDSL 718 and 719

EDSL 971E Internship in Elementary School Administration* (3)

EDSL 972E Internship in Elementary School Administration* (3)

OR

EDSL 971S Internship in Secondary School Administration* (3)

EDSL 972S Internship in Secondary School Administration* (3)

Exit Requirements:

EDSL 879: Advanced Seminar in Educational Leadership and Research: Topics in Finance,
Law & Policy (3)

*(taken concurrently with EDSL 972: Must be the last courses in the degree
program.)*

2) Brief explanation of the assessments of student learning outcomes:
(in NCATE section IV below)

3) Catalog description of all courses:

EDSL 718 Organization and Control of American Schools (3)

A study of the conceptual and structural organization of public education, educational governance, and policy making at the federal, state, and local levels.

EDSL 719- Leadership in Educational Organizations (3)

A study of leadership principles and theories and the administrative and management applications of such in educational organizations.

EDSL 727 – Strategic Planning and Thinking in Education (3)

A study of strategic planning and thinking for the learner-focused educational system that integrates curriculum, instruction, assessment, facilities, human resources, finance, and educational technology.

EDSL 730 – Designing and Implementing Curriculum (3)

Study of the school curriculum including objectives, current issues, experimentation, and change. Perspective and methodology to equip the teacher, administrator, or supervisor to participate effectively in curriculum development.

EDSL 825 – Schools and the Law (3)

A course designed to help potential school administrators understand the current concepts of school law and their practical import for educators, students, and the community served by the school. Attention is given to Constitutional legal principles, case law, and legislation at all levels of government.

EDSL 840 – Supervision and Instructional Leadership (3)

Introduction to educational supervision, including the primary supervisory responsibilities of the building-level administrator for providing leadership to improve instruction. Course includes required field experience

EDSL 823 - School Finance (3)

A study of fundamental concepts of local, state, and federal financing of schools and of the business functions of school-level administration, with emphasis on the budget process.

EDSL 849 - The Principalship (3)

A study of the roles, responsibilities, functions, authority, and leadership practices of the school principal in improving school effectiveness. Focus is on the skill dimensions and performance domains of the principalship. Course includes required field experience.

EDSL 971 E/S**EDSL 972 E/S – Internship in School Administration (3)**

Limited to students enrolled in Furman’s school leadership concentration who have prior approval. Supervised application of principles of school administration in the areas of curriculum, instruction, and assessment; staff personnel; student personnel; finance, operations, and business; and school-community relations. Performance activities are designed to develop management and leadership skills. All courses in the school leadership sequence must be completed prior to the end of the internship which is year-long experience.

EDSL 879 - Advanced Seminar in Educational Leadership and Research: Topics in Finance, Law, and Policy (3)

This course is designed to coincide with the second term of the Internship in School Administration (EDSL 972) and serves as the culminating experience in the Ed. S. Program. Seminar meetings will be held to share experiences, engage in discussions related to practice in educational leadership/administration, student services, and the development of plans and policies for the individual schools in which the candidates are serving.

E. FACULTY

1) Table detailing the rank and academic qualifications of each faculty member involved in the program identified only by rank and not by name:

Faculty Rank	Highest degree, Field & University	Assignment: Role of the faculty member	Tenure track (y/n)	Scholarship/Leadership in Professional Associations, and Service: list up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Professor	Ph.D. Curriculum & Instruction, Duke Univ.; Post-Doc. Ed Admin. – USC Columbia	Professor and Coordinator, MA Program in School Leadership and Proposed Ed. S. in Educational Leadership	Yes	Policies and Procedures Committee, Furman University, 2009-2012 Teacher Education Admissions Committee, Department of Education, Furman University, 2006-present Title I Committee, Cherrydale Elementary School, The School District of Greenville County, 2012-	Teacher of English and Music - Middle and High School - 6 years Elementary Principal - 5 years Assistant Superintendent for Instruction - 2 years Associate Superintendent for Instruction and Personnel - 2 years

				2012	Deputy Superintendent - 3 years Superintendent - 4 years
Administrator	Ph.D. – Educational Leadership, Clemson University	Director of Graduate Studies in Education	No	"Blocking the Bullies: Has South Carolina's Safe Schools Climate Act Made Public Schools Safer?" The Clearing House, 83: 96-100, 2010 Conference of Southern Graduate Schools - Executive Committee Conference Planner, 2012-2013; Executive Committee Member, 2008-2012; Membership Committee, 2007-2012, chair, 2009 Contributing Editor, The Clearing House, Routledge: Taylor and Frances Publishing Group, 2008-present.	Elementary Principal – 4 years; Middle School Asst. Principal – 5 years; HS English teacher – 9 years; Adjunct instructor of service-learning, Curriculum and writing – Furman University, Clemson University, Greenville Technical College
Clinical Professor	Ph.D – Educational Leadership, Clemson University	Faculty – MA School Leadership and proposed Ed.S. in Educational Leadership	No	Technical Assistance, Title I, Spartanburg School District Four, 2009 - 2012 Wrote Introduction ("Why Focus on Building Strong Public School Leadership") for Riley Institute's What Works SC: Building Strong School Leadership, Furman University, 2011 Coordinator of Upstate Schools Consortium for 20 school districts and 3 private institutions	Elementary Principal – 7 years; Elementary Assistant Principal 4 years; Instructional Coach 2 years; Adjunct instructor in Educational Leadership – Clemson University.
Asst. professor	Ph.D. – Educational Research and statistics, State University of New York at Albany	Faculty	Yes	Proposal reviewer for several divisions of the American Educational Research Association (AERA) Research published in peer reviewed journals such as Computers & Education, Journal of Early Adolescence, Internet & Higher Education, and Journal of Experimental Education Faculty Scholarship and Awards Committee, Furman University	served as a program evaluator of school grants for three years

Admin-istrator	M.A. – English, Northeast Louisiana University, M.A. – School Leadership, Furman Univ.	Assistant Director of Graduate Studies in Education	No		Middle School Assistant Principal—4.5 years; ADEPT Teacher Leader/Evaluator—3 years; HS English Teacher/Dept Head—13 years; Director G/T program—3 years; Adjunct instructor, Technical Writing—Greenville Technical College
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F. PHYSICAL PLANT

1) Adequacy of existing physical plant for the first five years:

The Education Department and Graduate Studies in Education are housed in Hipp Hall on the Furman campus. The new facility, the first LEED-certified educational facility on a college campus in South Carolina, was completed in 2003. Classes in the graduate program are held in the evenings during the regular semesters and during the summer when regular undergraduate courses are not held. There is sufficient space to house up to an additional 11 sections on campus each year. If the administration chooses to move all or part of the program off-campus, sufficient space is available with our university partners at the University Center of Greenville, where current graduate and undergraduate evening courses are already being offered.

2) Additional physical plan requirements, including modifications: NONE

G. EQUIPMENT – no additional major equipment items will be needed to facilitate the program in the first five years.

H. LIBRARY RESOURCES

The Furman University Libraries contain more than a million items, including over 400,000 bound volumes, the complete ERIC microform collection, and access to articles in 14,000 print and online journals. Students can search over 100 research databases, including Educational Full text and ERIC. Access to the library catalog, databases, and online journals is available off campus through a Furman network login account. A current Furman ID is required to check out books and other items. Items not available in the Furman library may be borrowed via a consortium of South Carolina academic libraries, called Pascal Delivers, and interlibrary loan at no charge. The James B. Duke library serves as the main campus library and houses materials on education and children's literature as well as curriculum collections.

In the 2006 onsite review of Furman's Professional Education Unit, NCATE reviewers cited the James B. Duke Library as a key asset to the unit's teacher education program and master's degree programs in education. The campus-based and online resources of the Furman Library are more than adequate to support the scholarship of Educational Specialists degree candidates in Educational Leadership.

I. ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION

(Not applicable – public institutions only)

J. ARTICULATION

(Not applicable – program does not lead to a terminal degree)

K. ESTIMATED COSTS

(Not applicable – public institutions only)

L. INSTITUTIONAL APPROVALS

(See following 2 pages)



FURMAN

August 11, 2015

Rachel L. Harvey, Ph.D.
South Carolina Department of Education
Office of Educator Services
8301 Parklane Road
Columbia, SC 29223

Dear Dr. Harvey:

This is to inform you that Furman University fully endorses the new proposal for an Educational Specialist degree (Ed.S.) in School Leadership that the Education Department submits for approval by the Professional Review Committee of the State Department of Education.

Furman University's Graduate Studies Program continues to meet the needs of educators across South Carolina and has assisted thousands of teachers and administrators to earn graduate degrees in their respective fields. Responding to a recent needs assessment conducted in the region, a significant number of graduates who already hold master's degrees – most of whom serve as teacher leaders – have requested that Furman develop a program so they can add school administrator certification at the +30 level without earning a second master's degree. We believe that our proposed program modification meets a legitimate need for alumni and friends of Furman. Furman University can provide the academically rigorous and supportive experience that educational leaders need in order to serve our public schools.

Please feel free to contact my office if you require additional information. Thank you for your assistance.

Sincerely,

John S. Beckford
Vice President for Academic Affairs and Dean

JSB:ll



FURMAN

August 10, 2015

Rachel L. Harvey, Ph. D.
South Carolina Department of Education
Office of Educator Services
8301 Parklane Road
Columbia, SC 29223

Dear Dr. Harvey:

The Education Department is pleased to submit the enclosed proposal for an Educational Specialist degree (Ed. S.) in School Leadership to the Professional Review Committee of the State Department of Education. It was a privilege to collaborate with faculty and Upstate colleagues as this project took shape. We look forward to participating in the implementation of such a worthy undertaking.

In justifying the need for the program, we explain that a significant number of Upstate educators have expressed willingness and desire to develop additional competencies and become exemplary practitioners. In developing an engaging and rigorous program, we address the standards established by the Educational Leadership Constituent Council (ELCC) and the Council for the Accreditation of Educator Preparation (CAEP). They will be taught by faculty who are well-known for their expertise and dedication to the field.

Please feel free to contact us if the reviewing process requires additional information. Thank you for your assistance.

Sincerely,

Nelly Hecker, Ph.D.
Chair, Education Department

III. South Carolina Department of Education Requirements

A. ADEPT

ADEPT standards and guidelines are implemented as part of the Professional Education Unit's overall plan and are assessed within the Unit Assessment Plan. Education Specialist candidates in Education with a concentration in school leadership must have completed the ADEPT (or SAFE-T) process and have earned the 'professional level' certificate before they begin taking courses within the concentration. These candidates in school leadership are strongly encouraged to obtain ADEPT evaluator training and certification.

The new proposed Ed.S. Degree program in School Leadership will also support ADEPT and SAFE-T by encouraging degree candidates to become evaluators and mentors using the ADEPT Connections for Mentors (ACM) Matrix. Designed for use by mentors, administrators, IHE supervisors, and coaching teachers, the ACM Matrix is a terrific tool to help guide conversations and collaborations with beginning teachers and teacher candidates. Focused on each of the thirty-four key elements of the ADEPT Performance Standards for Classroom-Based Teachers, the ACM Matrix connects performance expectations with practical suggestions for mentoring opportunities and activities. This matrix, and knowledge of the ADEPT/SAFE-T process, will be included as course content in EDSL 825-Schools and the Law and in EDSL 840- Supervision and Instructional Leadership.

B. PADEPP

Furman University's Master of Arts concentration in School Leadership integrates the state standards for principal performance as defined in the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) and requires candidates to complete a personal professional development plan as a key course assessment. The new Ed. S. program track in School Leadership will also expect completion of this personal professional development plan. This will be integrated and assessed in course content within EDSL 840 – Supervision and Instructional Leadership, and EDSL 849 – The Principalship. Specific assessment requirements tied to NCATE standards and PADEPP are shown in section IV- NCATE and SPA standards (below).

C. EDUCATION ECONOMIC DEVELOPMENT ACT (EEDA)

Furman continues to support the State Department of Education requirements regarding the Education and Economic Development Act and reports annually how this statute is covered through the Undergraduate Teacher Education Program and through the graduate program's Master of Arts concentration in School Leadership as well as the Ed. S. in Educational Leadership (**Attachment 5** for EEDA matrices). The new Ed. S. track will also include the same matrix for EEDA (concentration courses) as the MA track in School Leadership.

D. SC STANDARDS OF CONDUCT

At Furman, academic integrity is a serious matter. As university policy 121.5 states, "academic integrity is the foundation of the academic enterprise and essential both to the validity of the educational process and to the healthy functioning of the learning community." Accordingly, all members of the Furman community are responsible for understanding Furman's expectations, policies, and procedures regarding integrity in academic work, as well as for promoting and exemplifying the fundamental values of academic integrity: honesty, trust, respect, fairness, and responsibility ("The Fundamental Values of Academic Integrity," The Center for Academic Integrity, Duke University, October 1999). These principles serve as the cornerstones of intellectual life in and out of the classroom at Furman. As an institution committed to excellence in higher education, as well as the development of personal responsibility, Furman expects all members of its community to uphold and comply with the highest standards of academic conduct. Violations of the ethical standards of the institution will have severe consequences.

Students at Furman have a serious responsibility to uphold academic integrity:

- First and foremost, candidates behave honorably in their own academic work. This means they must be aware of what constitutes academic misconduct.
- If a student is uncertain of what is permissible for a particular assignment, it is his/her responsibility to ask the instructor for clarification.
- All students should read all materials available to them regarding academic integrity (including all links on the "Student Information" portion of the web site). Ignorance of what constitutes academic misconduct is not an acceptable defense for violating the community standard.
- Students are charged to commit themselves to promoting academic integrity among their peers. Set the standard for honesty and encourage others to do the same.
- If a student suspects that a fellow student is cheating, he/she must notify the professor immediately.

Additional information on student codes of conduct may be found on the website at www.furman.edu/integrity. All Furman codes correspond to SC Standards of Conduct as published at www.scschools.org/standards/standards.html.

E. SC SAFE SCHOOLS CLIMATE ACT

The SC Safe School Climate Act will be addressed in EDSL 825- Schools and the Law as well as EDSL 879 – Advanced Seminar in Educational Leadership and Research: Topics in Finance, Law, and Policy.

Currently, an administrator of this proposed Ed. S. program (and one of the authors of this proposal) has had an article about the SC Safe School Climate Act accepted for publication in a peer-reviewed journal. The article, "Blocking the Bullies: Has SC's Safe School Climate Act (2006) Made Public Schools Safer?" was published in a special issue of The ClearingHouse on school law in February 2010. The author surveyed more than 90 current and former school

leadership candidates about their awareness of the statute, and its implementation in their schools and districts. Candidates in the proposed Educational Specialist program will have the opportunity to review this study and article, and work with the author on additional research into the issue of bullying, harassment, and intimidation in our public schools.

F. PreK-12 ACADEMIC STANDARDS

All Furman education graduates know, understand, and must demonstrate the use of national and state student academic achievement standards for all subject areas in which they teach. The annual ongoing review of program assessments are a part of the Professional Education Unit's plan to assess candidate knowledge of standards. The Master of Arts program in School Leadership includes key assessments (as required and approved by NCATE) to assess candidate knowledge and understanding of academic achievement standards. The new Ed. S. program track in School Leadership will also meet ELCC and ISLCC standards as required by NCATE for school-level administrators. As such, key components of these proposed assessments will be how well administrators assess program and teacher effectiveness in regards to standards *at the school level*.

Components within EDSL 718 Organization and Control of American Schools, EDSL 719 – Leadership in Educational Organizations, and EDSL 730 –Designing and Implementing Curriculum and EDSL 840 – Supervision and Instructional Leadership focus on student achievement standards and instructional programs designed to meet those standards. Additional information on standards-based assessments are including in section IV- NCATE and SPA standards (below).

G. PROGRAM ADMISSION REQUIREMENTS (Advanced)

In order to be admitted to the Educational Specialist degree program in School Leadership at Furman University, a candidate must have:

- A Master's degree in education or equivalent from an accredited college or university
- A graduate minimum GPA of 3.0 or higher
- A valid South Carolina Professional Certificate at the elementary, middle, or secondary level in elementary administration and supervision or secondary administration and supervision.
- Two completed recommendations by current or former supervisors, or persons familiar with the candidate's leadership qualifications
- Completed the graduate application form
- Official transcripts from all colleges/universities attended

H. FIELD AND CLINICAL EXPERIENCES

Like the NCATE and ELCC approved Master of Arts program in School Leadership, the proposed Ed. S. Degree program track in School Leadership requires practicum experiences and a year-long internship. Although the focus is on practical clinical experiences rather than on a total number of hours, students are required to complete at least 12 hours of practicum

experiences as a part of EDSL 840 – Supervision and Instructional Leadership. The internship lasts for twelve months – April to April. Students enroll in two internship courses: EDSL971E/S (Fall Term) and EDSL 972E/S (Spring Term). Students receive three graduate credits for each course, a total of six (6) graduate credits and receive a letter grade in each course. The internship begins the first week in April, which allows students to participate in the closing-of-school and opening –of-school activities. The students are required to complete at least 30 hours during April – August and a minimum of 120 hours on-site internship experiences as approved by the intern, mentor, and university supervisor. Interns are required to attend a monthly seminar with the university supervisor (April, September – April) and to participate in conferences during each of the two terms with the mentor and university supervisor.

Field Experience Chart

Course	Type of Experience	Name of Activity or Assessment	Estimated # of hours
EDSL 971/972 – Internship in School Administration	Field	Year-long Internship : Internship Notebook completion with mentor and candidate surveys included	150
EDSL 840 - Supervision and Instructional Leadership	Field	Site visit observations	12

J. ANNUAL REPORTS

Annual reports for the Education Unit (Education Department and Graduate Studies) are completed by the education analyst and the Assessment Coordinator and comply with all AACTE/CAEP requirements as well as Title II. Furman’s Educational Unit was endorsed and nationally recognized by NCATE in Spring 2014 with no areas for improvement cited. Ongoing evaluation systems are complete at this time.

K. COMMITMENT TO DIVERSITY ASSURANCE

The annual ongoing review of program diversity is a part of the Professional Education Unit’s plan. The new Ed. S. program track in School Leadership will meet ELCC and ISLCC standards for diversity as required by NCATE. Diversity, social justice, and ethical standards are key components of the goals of the program (Section B, 1-4).

M. Alignment of Advanced Programs with NBPTS Standards

O. ISTE National Education Technology Standards

All programs within the Education Preparation Program at Furman meet these required standards as demonstrated in the Conceptual Framework (**Attachment 1**) and through specific coursework (Part IV, below).

IV. NCATE and SPA Standards (ELCC and ISLIC)

Furman University's MA with a concentration in School Leadership and its Ed. S. program in Educational Leadership are both currently nationally recognized by the ELCC and NCATE. The new Ed. S. track will maintain the same concentration courses in School Leadership as the MA program and its key assessments. Data will continue to be collected and expectations are that this new track will also be nationally accredited, as are its peer programs.

A. CONTEXT

NCATE requirements for the Context (Section I) of its report calls for information already included in this program proposal. The references are included below in order to save space in the document:

1. Description of any state or institutional policies that may influence the application of ELCC standards (included in **Section III, above**).
2. Description of the field and clinical experiences required for the program (included in **Section III-e, above**).
3. Description of the criteria for admission, retention, and exit from the program (included in **Section III-c, above**).
4. Description of the relationship of the program to the unit's conceptual framework (included in **Section II-b iii, above**).
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 (included in **Sections IV-B through E, to follow**).

Attach the following contextual information:

1. A program of study (included in **Section II-d, above**).
2. Chart with number of candidates and completers (included in **section II-C enrollment projection, above**).
3. Chart on program faculty expertise and experience (included in **Section II-E, above**).

B. LIST OF ASSESSMENTS (Chart below)

C. RELATIONSHIP OF ASSESSMENTS TO STANDARDS (Completion of Chart below)

**List of Key Assessments – Educational Leadership Constituent Council (ELCC)
New Ed. S. track with Concentration in School Leadership**

Required ELCC Category	Name of Assessment	Type or Form of Assessment	ELCC Standards	Course Number	When Assessment Is Administered
1. Licensure	Praxis II – Educational Leadership: Administration and Supervision (0410 or 0411)	Required state licensure test; standardized, norm-referenced assessment	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, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	EDSL 719	During the second term of the administrative internship (EDSL 971E/S-EDSL 972E/S)
2. Content knowledge in Educational Leadership	Four Frames: Structural, Human Resource, Political, and Symbolic	Analytical Paper	1.1, 1.2, 1.3, 1.4, 1.5, 3.1	EDSL 719	During EDSL 719 – Leadership in Educational Organizations
3. Ability to develop supervisory plan	Supervision Practicum	Performance Tasks	2.1a, 2.2a, 2.2b, 2.2c, 2.3a, 2.3b, 2.3c, 2.4a, 2.4b, 2.4c	EDSL 840	During EDSL 840 – Supervision and Instructional Leadership
4. Internship	Evaluation of Administrative Intern by Mentor	Performance Evaluation	3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	EDSL 971E/S – EDSL 972E/S	Upon completion of EDSL 972E/S
5. Ability to support student learning	Curriculum Mapping Project	Project	1.1, 1.2, 2.1, 2.2, 2.3	EDSL 730	During EDSL 730 – Designing and Implementing Curriculum
6. Application of content	Supervision Final Examination	Examination	1.1a, 1.2a, 1.2b, 1.3a, 2.2a, 2.3a, 2.3c, 2.4a, 2.4b, 2.4c	EDSL 840	End of the term during EDSL 840 – Supervision and Instructional Leadership

7. Abilities in organizational management and community relations	In-Basket Simulation	Simulation	1.5b, 2.1a, 2.2b, 2.3a, 3.1a, 3.1b, 3.2a, 4.2a, 4.3a, 5.1, 5.2, 6.2	EDSL 849	During EDSL 849 – The Principalship
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D. PLANNED EVIDENCE FOR MEETING STANDARDS

E. PLANNED USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

The following eight assessments are documented and organized according to NCATE specifications and include: brief description, description of how the assessment aligns with standards, plans for analysis of data findings (once program is approved and administered), and assessment attachments, including rubrics or scoring guides.

ASSESSMENT #1

Section IV - Evidence for Meeting Standards

Praxis II - Educational Leadership: Administration and Supervision (0410)

A Brief Description of the Assessment and Its Use in the Program

The Praxis II licensure examination is required for candidates to add licensure in school administration. It will be completed during the internship after candidates have completed EDSL 849: the Principalship, preferably.

The Alignment of the Assessment with Specific ELCC Standards Addressed by the Assessment

The Praxis II licensure examination *Educational Leadership: Administration and Supervision (0410)* aligns specifically with the majority of the ELCC Standards (1 -6) for the school district leadership level. The content categories and topics covered are readily available in a few ETS publications.

A Brief Summary of the Data Findings

As reflected in the data table from the MA program, for the three years, 2010-2012, our passing rate on Praxis II has been 100%. The required cutoff passing score in South Carolina for 2010

was 590. Our score range for 2010 = 660-790, with a mean of 728. The required cutoff passing score in South Carolina for 2011, 2012 was 145. Our score range for 2011, 2012 is 146-193, with a mean of 169.

An Interpretation of How the Data Provides Evidence for Meeting ELCC Standards

For the three years 2010-12, 100% of our candidates have passed the Praxis II licensure examination.

ASSESSMENT #2

Assessment 2 - Four Frames Analytical Paper

EDSL 719 – Leadership in Educational Organization

Using Bolman and Deal's four-frame model [structural, human resource, political, and symbolic], write a paper (approximately 8 – 15 pages) in which you address each of the following:

- A. Which ideas from one or more of the four frames do you find the most helpful in promoting the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community? [25 points]
 1. Develop a school vision of learning. (1.1)
 2. Articulate a school vision of learning. (1.2)
 3. Implement a school vision of learning. (1.3)
 4. Steward a school vision of learning. (1.4)
 5. Promote community involvement in a school vision of learning. (1.5)

- B. Translate the ideas from the frame(s) used above into things that you would do as a leader on the job 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. Be specific. [25 points]
 1. Develop a school vision of learning. (1.1)
 2. Articulate a school vision of learning. (1.2)
 3. Implement a school vision of learning. (1.3)
 4. Steward a school vision of learning. (1.4)
 5. Promote community involvement in a school vision of learning. (1.5)

- C. Based on what you have written in Sections A and B and your past experiences in schools, what are the implications for *reframing*? (3.1) [20 points]

Total of 70 Points [EE = 70; ME = 42 – 69; DNME = 0 – 41].

Assessment 2 – Scoring Guide/Criteria for the Four Frames Analytical Paper
EDSL 719 – Leadership in Educational Organizations
Fall Term, 2011

Name _____

Performance Task	EE 5 points	ME 3-4 points	DNME 0 -2 points	Points
A1. Ideas from one or more of the four frames used to develop a school vision of learning (ELCC 1.1)	Ideas from at least three frames are accurate and are related to the Standard; there are outstanding examples and/or illustrations linking the frames to the Standard; candidate develops an exceptional vision of learning for a school that promotes the success of all students.	Ideas from at least two frames are accurate and are clearly related to the Standard; there are good examples and/or illustrations linking the frame to the Standard; candidate develops a vision of learning for a school that promotes the success of all students.	At least one frame is identified, but the discussion is weak; there are few or no examples and/or illustrations.	
A2. Ideas from one or more of the four frames used to articulate a school vision of learning (ELCC 1.2)	Ideas from at least three frames are accurate and are related to the Standard; there are outstanding examples and/or illustrations linking the frames to the Standard; candidate articulates in an exceptional way a school vision of learning that promotes the success of all students.	Ideas from at least two frames are accurate and are related to the Standard; there are good examples and/or illustrations linking the frame to the Standard; candidate articulates in an effective way a school vision of learning that promotes the success of all students.	At least one frame is identified, but the frame and Standard are not linked; there are few or no examples and/or illustrations.	
A3. Ideas from one or more of the four frames used to implement a school vision of	Ideas from at least three frames are accurate and are related to the	Ideas from at least two frames are accurate and are related to the Standard; there are	At least one frame is identified, but the frame and Standard are not	

<p>learning (ELCC 1.3)</p>	<p>Standard; there are outstanding examples and/or illustrations linking the frames to the Standard; candidate implements in an exceptional way a school vision of learning that promotes the success of all students.</p>	<p>good examples and/or illustrations linking the frame to the Standard; candidate implements in an effective way a school vision of learning that promotes the success of all students.</p>	<p>linked; there are few or no examples and/or illustrations.</p>	
<p>A4. Ideas from one of more of the four frames used to steward a school vision of learning (ELCC 1.4)</p>	<p>Ideas from at least three frames are accurate and are related to the Standard; there are outstanding examples and/or illustrations linking the frames to the Standard; candidate carries out in an exceptional way the stewardship of a school vision of learning that promotes the success of all students.</p>	<p>Ideas from at least two frames are accurate and are related to the Standard; there are good examples and/or illustrations linking the frame to the Standard; candidate carries out in an effective way the stewardship of a school vision of learning that promotes the success of all students.</p>	<p>At least one frame is identified, but the frame and Standard are not linked; there are few or no examples and/or illustrations.</p>	
<p>A5. Ideas from one of more of the frames used to promote community involvement in a school vision of learning (ELCC 1.5)</p>	<p>Ideas from at least three frames are accurate and are related to the Standard; there are outstanding examples and/or illustrations linking the frames to the Standard; candidate demonstrates an exceptional ability to involve community members in the realization of the vision and in related</p>	<p>Ideas from at least two frames are accurate and are related to the Standard; there are good examples and/or illustrations linking the frame to the Standard; candidate effectively promotes community involvement in a school vision of learning that promotes the success of all students.</p>	<p>At least one frame is identified, but the frame and Standard are not linked; there are few or no examples and/or illustrations.</p>	

	school improvement efforts.			
<p>B1. Translating the ideas from one or more of the four frames to be used on the job to develop a school vision of learning</p> <p>(ELCC 1.1)</p>	<p>Candidate translates ideas from at least three frames (identified in Section A) and relates all ideas to the Standard in the way an exceptional leader on the job would do in order to develop a school vision of learning that promotes the success of all students.</p>	<p>Candidate translates ideas from at least two frames (identified in Section A) and relates all ideas to the Standard in the way an effective leader on the job would do in order to develop a school vision of learning that promotes the success of all students.</p>	<p>The discussion shows little, limited, or no understanding of what effective leaders do on the job to develop a school vision of learning that promotes the success of all students.</p>	
<p>B2. Translating the ideas from one or more of the four frames to be used on the job to articulate a school vision of learning</p> <p>(ELCC 1.2)</p>	<p>Candidate translates ideas from at least three frames (identified in Section A) and relates all ideas to the Standard in the way an exceptional leader on the job would do in order to articulate a school vision of learning that promotes the success of all students.</p>	<p>Candidate translates ideas from at least two frames (identified in Section A) and relates all ideas to the Standard in a way an effective leader on the job would do in order to articulate a school vision of learning that promotes the success of all students.</p>	<p>The discussion shows little, limited, or no understanding of what effective leaders do on the job to articulate a school vision of learning that promotes the success of all students.</p>	
<p>B3. Translating the ideas from one or more of the four frames to be used on the job to implement a school vision of learning</p> <p>(ELCC 1.3)</p>	<p>Candidate translates ideas from at least three frames (identified in Section A) and relates all ideas to the Standard in the way an exceptional leader on the job would do in order to implement a school vision of learning that promotes the success</p>	<p>Candidate translates ideas from at least two frames (identified in Section A) and relates all ideas to the Standard in a way an effective leader on the job would do in order to implement a school vision of learning that promotes the success</p>	<p>The discussion shows little, limited, or no understanding of what effective leaders do on the job to implement a school vision of learning that promotes the success of all</p>	

	of all students.	of all students.	students.	
B4. Translating the ideas from one or more of the four frames to be used on the job to steward a school vision of learning (ELCC 1.4)	Candidate translates ideas from at least three frames (identified in Section A) and relates all ideas to the Standard in the way an exceptional leader on the job would do in order to steward a school vision of learning that promotes the success of all students.	Candidate translates ideas from at least two frames (identified in Section A) and relates all ideas to the Standard in the way an effective leader on the job would do in order to steward a school vision of learning that promotes the success of all students.	The discussion shows little, limited, or no understanding of what effective leaders do on the job to steward a school vision of learning that promotes the success of all students.	
B5. Translating the ideas from one or more of the four frames to be used on the job to promote community involvement in a school vision of learning (ELCC 1.5)	Candidate translates ideas from at least three frames (identified in Section A) and relates all ideas to the Standard in the way an exceptional leader on the job would do in order to promote community involvement in a school vision of learning that promotes the success of all students.	Candidate translates ideas from at least two frames (identified in Section A) and relates all ideas to the Standard in the way an effective leader on the job would do in order to promote community involvement in a school vision of learning that promotes the success of all students.	The discussion shows little, limited, or no understanding of what effective leaders do on the job to promote community involvement in a school vision of learning that promotes the success of all students.	
Performance Task	EE (20 pts.)	ME (12-19 pts.)	DNME (0-11 pts.)	
C. Implications for <i>reframing</i> (ELCC 3.1)	There is clear, convincing, and consistent evidence that <i>reframing</i> is clearly understood and conceptualized and is a part of the overall culture and climate of the school. All frames	There is clear evidence that <i>reframing</i> is understood and conceptualized and is a part of the day-to-day leadership and management of the school. At least three	There is little, limited, or no understanding of <i>reframing</i> .	

	are mentioned.	frames are mentioned.		
Total Points				

Total of 70 Points [EE = 70; ME = 42 - 69; DNME = 0 - 41]

Assessment 2 – Data Chart
Four Frames Analytical Paper

		Fall 2011 n = 13			Spring 2012 n = 15		
		Level of Performance			Level of Performance		
ELCC Standards	Assessment Elements	Exceeds	Meets	Does Not Meet	Exceeds	Meets	Does Not Meet
1.1	Ideas for a school vision of learning	12 (92%)	1 (8%)	-	15 (100%)	-	-
1.2	Ideas for articulating a school vision of learning	12 (92%)	1 (8%)	-	14 (93%)	1 (7%)	-
1.3	Ideas for implementing a school vision of learning	12 (92%)	1 (8%)	-	15 (100%)	-	-
1.4	Ideas for stewarding a school vision of learning	12 (92%)	1 (8%)	-	14 (93%)	1 (7%)	-
1.5	Ideas for promoting community involvement in a school vision of learning	12 (92%)	1 (8%)	-	15 (100%)	-	-
1.1	Translate ideas for developing a school vision of learning	12 (92%)	1 (8%)	-	15 (100%)	-	-
1.2	Translate ideas for articulating a school vision of learning	12 (92%)	1 (8%)	-	15 (100%)	-	-
1.3	Translate ideas for implementing a school vision of learning	12 (92%)	1 (8%)	-	14 (93%)	1 (7%)	-
1.4	Translate ideas for stewarding a school vision of learning	12 (92%)	1 (8%)	-	14 (93%)	1 (7%)	-
1.5	Translate ideas for promoting community involvement in a school vision of learning	12 (92%)	1 (8%)	-	13 (87%)	2 (13%)	-
3.1	Implications for reframing	11 (85%)	2 (15%)	-	12 (80%)	3 (20%)	-
	Ideas for a school vision of learning	$\bar{F} = 2.92$			$\bar{F} = 3.00$		
	Ideas for articulating a school vision of learning	$\bar{F} = 2.92$			$\bar{F} = 2.93$		

Ideas for implementing a school vision of learning	$\bar{x} = 2.92$	$\bar{x} = 3.00$
Ideas for stewarding a school vision of learning	$\bar{x} = 2.92$	$\bar{x} = 2.93$
Ideas for promoting community involvement in a school vision of learning	$\bar{x} = 2.92$	$\bar{x} = 3.00$
Translate ideas for developing a school vision of learning	$\bar{x} = 2.92$	$\bar{x} = 3.00$
Translate ideas for articulating a school vision of learning	$\bar{x} = 2.92$	$\bar{x} = 3.00$
Translate ideas for implementing a school vision of learning	$\bar{x} = 2.92$	$\bar{x} = 2.93$
Translate ideas for stewarding a school vision of learning	$\bar{x} = 2.92$	$\bar{x} = 2.93$
Translate ideas for promoting community involvement in a school vision of learning	$\bar{x} = 2.92$	$\bar{x} = 2.87$
Implications for reframing	$\bar{x} = 2.85$	$\bar{x} = 2.80$

ASSESSMENT #3
Supervision Practicum

EDSL 840: Supervision and Instructional Leadership

3.a Description of the Assessment

Assessment 3 is a practicum assessment included in EDSL 840 – Supervision and Instructional Leadership. Candidates are required to demonstrate 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. Twelve hours of practicum work must be completed. The primary purpose of the practicum is to apply theories, concepts, and strategies of instructional supervision in a school setting.

3.b Alignment to ELCC Standards

The performance tasks required to complete the assessment provide candidates with practice with content included in the following ELCC Standards

Faculty Profiles: 2.1a, 2.2a, 2.2c, 2.4a

Principal Interviews: 2.2b, 2.3b, 2.3c, 2.4a

Informal Observations: 2.2a, 2.2b, 2.3a, 2.4b

Formal Observation: 2.2a, 2.3a, 2.4b, 2.4c

3.c A Brief Analysis of the Data Findings (See data chart in 3.g.)

All of the candidates in both groups reported (Fall 2011) either met or exceeded expectations on all portions of the assessment. Candidates expressed their satisfaction with the assessment experiences in post-course opinion surveys, in the master's seminar, and verbally to the instructor and program coordinator. Based on the quantitative data, this assessment was a positive experience for candidates, and it is reflected in their scores on the assessment.

3.d Interpretation of how the data provides evidence for meeting the ELCC standards

Twelve hours of practicum work must be completed in EDSL 840 – Supervision and Instructional Leadership. The primary purpose of the practicum is to apply theories, concepts, and strategies of instructional supervision in a school setting. Both groups met or exceeded expectations in carrying out the assigned performance tasks. These tasks are specifically related to ELCC Standards 2.1, 2.2, 2.3, and 2.4. These standard elements focus on candidates' 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. By meeting or exceeding expectations, the candidates gained useful information about the faculty (2.1, 2.2, 2.4); principal

(2.2, 2.3, 2.4); participating in informal observations using three different types of recording methods (2.2, 2.3, 2.4); and doing a formal observation of a first year teacher or a teacher recommended by the principal (2.2, 2.3, 2.4).

3.c The Assessment Tool

Performance Assessment Task I

Faculty Profiles: ELCC Standards 2.1a, 2.2a, 2.2c, 2.4a

Your profile will have 2 parts:

Part 1.) Needs Assessment and Areas of Expertise

- Develop a *Needs Assessment Survey* to identify the instructional needs of the faculty and to identify the faculty areas of expertise
- Complete a data analysis of the school's key indicators in order to establish school wide instructional needs
- Align the areas of need and the areas of expertise with the data analysis to construct a professional development plan.
- Chart or graph these findings in a Faculty Profile to illustrate this information.

Part 2.) Observation Schedule

Develop an observation schedule for the entire leadership team that includes both informal observations and formal observations times

Performance Assessment Task II

Principal Interviews: ELCC Standards 2.2b, 2.3b, 2.3c, 2.4a

Interview 2 principals:

- You may interview your own principal.
- Interview another principal with these guidelines:
 - ✓ Elementary certifiers – another elementary principal
 - ✓ Secondary certifiers - a middle school principal if you teach high school**or**
 - a high school principal if you teach middle school.

Discuss with these school administrators how they:

- promote a positive school culture to accommodate diverse learning needs
- facilitate effective instructional practices with proven learning theory
- apply appropriate research strategies for best practice to student learning

- utilize both formative and summative supervision to improve student learning
 - design and develop professional development opportunities
- Write your reflections about this information

Performance Assessment Task III

Informal Observations: ELCC Standards 2.2a, 2.2b, 2.3a, 2.4b

Conduct 3 informal observations, using 3 different types of recording methods. Include positive comments on each observation form and offer suggestions, if appropriate.

- Write a 1 page discussion. Reflect on which forms you prefer and why. Explain which form, in your opinion, gives teachers the best feedback.
- Turn in your one page reflection AND a copy of your original observation forms.

Performance Assessment Task IV

Formal Observation: ELCC Standards 2.2a, 2.3a, 2.4b, 2.4c

Complete 1 Clinical Supervision Cycle:

Secure voluntary participation of either a first year teacher or a teacher recommended by your principal.

Be sure to obtain prior approval with the appropriate school administrators.

- Meet with the teacher and outline the nature of the Clinical Supervision Cycle.
- Conduct a 30 minute pre-observation conference,
- Complete a 30 to 45 minute observation of an entire class lesson/period.
- Conduct a 30 minute post-observation conference.
- Develop a Professional Growth Plan for the teacher, based on the pre-observation conference (area of focus), the observation, and the discussion in the post-observation conference.

The Professional Growth Plan should include activities that target the area of focus, as well as suggested professional readings, conferences and/or other professional development activities that may be appropriate.

Submit a final report with a minimum of 2 typed pages that includes:

- The method used in selecting this teacher. (Please do not use real names.)
- A profile of the teacher including the number of years teaching experience, highest degree obtained.
- A very brief description of the class. Ex. Grade, level, subject, # of students, etc.

- A summary of the pre-observation conference, identifying the teacher's concerns.
- A synopsis of the conversation concerning the **focus** of the observation and the data collection tool.
- A summary of the observation in regards to the focus.
- An outline of your post-observation conference, describing how you presented the data to the teacher and his/her reflections of the lesson.
- A discussion of the **Professional Growth Plan** that was developed.
 - List resources that are needed for this plan.
 - Identify any on-going support that will be provided for this teacher and by whom.
 - Describe how this plan should be monitored.

Turn in:

A two page *minimum* report with the above information. Also include a copy of the actual observation notes, analyses and findings, and a copy of the Professional Growth Plan.

ASSESSMENT 3.f - Scoring Guide/Criteria for the Supervision Practicum

	EE EXCEEDS EXPECTATIONS (25)	ME MEETS EXPECTATIONS (20)	DNME DOES NOT MEET EXPECTATIONS (15)	
Performance Task I FACULTY PROFILE	2.1a There is clear and consistent evidence that the candidate demonstrates an exceptional ability to assess school culture by using multiple exceptional methods and implements context-appropriate strategies that capitalize on the diversity of the school community to improve school programs.	There is evidence that the candidate demonstrates the ability to assess school culture by using multiple exceptional methods and implements context-appropriate strategies that capitalize on the diversity of the school community to improve school programs.	There is little or no evidence that the candidate demonstrates the ability to assess school culture by using multiple exceptional methods and implements context-appropriate strategies that capitalize on the diversity of the school community to improve school programs.	
	2.2a There is clear and consistent evidence that the candidate demonstrates an exceptional ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.	There is evidence that the candidate demonstrates the ability to facilitate activities that apply principles of effective instruction to improve practices and curricular materials.	There is little or no evidence that the candidate demonstrates the ability to facilitate activities that apply principles of effective instruction to improve practices and curricular materials.	
	2.2c There is clear and consistent evidence that the candidate demonstrates an exceptional ability to use and promote technology and information systems to enrich curriculum and	There is evidence that the candidate demonstrates the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor	There is little or no evidence that the candidate demonstrates the ability to use and promote technology and information systems to enrich curriculum and	

	instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	instructional practices and provide staff the assistance needed for improvement.	instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	
	2.4a There is clear and consistent evidence that the candidate designs and demonstrates an exceptional ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.	There is evidence that the candidate designs and demonstrates an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.	There is little or no evidence that the candidate designs and demonstrates an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.	
Performance Task II PRINCIPAL INTERVIEWS	2.2b There is clear and consistent evidence that the candidate demonstrates an exceptional ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.	There is evidence that the candidate demonstrates the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.	There is little or no evidence that the candidate demonstrates the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.	
	2.3b There is clear and consistent evidence that the candidate applies human development theory, proven learning and motivational theories,	There is evidence that the candidate applies human development theory, proven learning and motivational theories, and concern for	There is little or no evidence that the candidate applies human development theory, proven learning and motivational theories,	

	and concern for diversity to the learning process in an exceptional way.	diversity to the learning process.	and concern for diversity to the learning process.	
	2.3c There is clear and consistent evidence that the candidate demonstrates an exceptional understanding how to use appropriate research strategies to promote an environment for improved student achievement.	There is evidence that the candidate demonstrates an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.	There is little or no evidence that the candidate demonstrates an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.	
	2.4a There is clear and consistent evidence that the candidate designs and demonstrates an exceptional ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.	There is evidence that the candidate designs and demonstrates an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.	There is evidence that the candidate designs and demonstrates an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.	
	EE EXCEEDS EXPECTATIONS (25)	ME MEETS EXPECTATIONS (20)	DNME DOES NOT MEET EXPECTATIONS (15)	

Performance Task III INFORMAL OBSERVATIONS

<p>2.2a There is clear and consistent evidence that the candidate demonstrates an exceptional ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.</p>	<p>There is evidence that the candidate demonstrates the ability to facilitate activities that apply principles of effective instruction to improve practices and curricular materials.</p>	<p>There is little or no evidence that the candidate demonstrates the ability to facilitate activities that apply principles of effective instruction to improve practices and curricular materials.</p>	
<p>2.2b There is clear and consistent evidence that the candidate demonstrates an exceptional ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.</p>	<p>There is evidence that the candidate demonstrates the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.</p>	<p>There is little or no evidence that the candidate demonstrates the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.</p>	
<p>2.3a There is clear and consistent evidence that the candidate demonstrates an exceptional ability to assist school personnel in understanding and applying best practices that enhance student learning.</p>	<p>There is evidence that the candidate demonstrates the ability to assist school personnel in understanding best practices for student learning.</p>	<p>There is little or no evidence that the candidate demonstrates the ability to assist school personnel in understanding best practices for student learning.</p>	
<p>2.4b There is clear and consistent evidence that the candidate demonstrates an exceptional ability to use strategies such as observations, collaborative</p>	<p>There is evidence that the candidate demonstrates the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to</p>	<p>There is little or no evidence that the candidate demonstrates the ability to use strategies such as observations, collaborative</p>	

Performance Task IV FORMAL OBSERVATION

	reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.	form comprehensive professional growth plans with teachers and other school personnel.	reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.	
2.2a	There is clear and consistent evidence that the candidate demonstrates an exceptional ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.	There is evidence that the candidate demonstrates the ability to facilitate activities that apply principles of effective instruction to improve practices and curricular materials.	There is little or no evidence that the candidate demonstrates the ability to facilitate activities that apply principles of effective instruction to improve practices and curricular materials.	
2.3a	There is clear and consistent evidence that the candidate demonstrates an exceptional ability to assist school personnel in understanding and applying best practices that enhance student learning.	There is evidence that the candidate demonstrates the ability to assist school personnel in understanding best practices for student learning.	There is little or no evidence that the candidate demonstrates the ability to assist school personnel in understanding best practices for student learning.	
2.4b	There is clear and consistent evidence that the candidate demonstrates an exceptional ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and	There is evidence that the candidate demonstrates the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.	There is little or no evidence that the candidate demonstrates the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school	

	other school personnel.		personnel.	
	2.4c There is clear and consistent evidence that the candidate develops and implements outstanding personal professional growth plans that reflect an understanding to life-long leaning.	There is evidence that the candidate develops and implements personal professional growth plans that reflect an understanding to life-long leaning.	There is little or no evidence that the candidate develops and implements personal professional growth plans that reflect an understanding to life-long leaning.	

ELCC Standards	Assessment Elements	Fall 2011 Section 1 n = 8			Fall 2011 Section 2 n = 22		
		Level of Performance			Level of Performance		
		Exceeds	Meets	Does Not Meet	Exceeds	Meets	Does Not Meet
2.1a	Performance Task I – Faculty Profile	6 (75%)	2 (25%)	-	19 (86%)	3 (14%))	-
2.2a	Performance Task I – Faculty Profile	8 (100%)	-	-	21 (95%)	1 (5%)	-
2.2c	Performance Task I – Faculty Profile	8 (100%)	-	-	20 (91%)	2 (9%)	-
2.4a	Performance Task I – Faculty Profile	8 (100%)	-	-	20 (91%)	2 (9%)	-
2.2b	Performance Task II – Principal Interviews	8 (100%)	-	-	21 (95%)	1 (5%)	-
2.3b	Performance Task II – Principal Interviews	8 (100%)	-	-	20 (91%)	2 (9%)	-
2.3c	Performance Task II – Principal Interviews	8 (100%)	-	-	21 (95%)	1 (5%)	-
2.4a	Performance Task II – Principal Interviews	8 (100%)	-	-	22 (100%)	-	-
2.2a	Performance Task III – Informal Observations	8 (100%)	-	-	22 (100%)	-	-
2.2b	Performance Task III – Informal Observations	7 (88%)	1 (12%)	-	19 (86%)	3 (14%))	-
2.3a	Performance Task III – Informal Observations	6 (75%)	2 (25%)	-	22 (100%)	-	-
2.4b	Performance Task III – Informal Observations	7 (88%)	1 (12%)	-	20 (91%)	2 (9%)	-
2.2a	Performance Task IV – Formal Observation	8 (100%)	-	-	21 (95%)	1 (5%)	-
2.3a	Performance Task IV – Formal Observation	7 (88%)	1 (12%)	-	22 (100%)	-	-

		(88%)					
2.4b	Performance Task IV – Formal Observation	8 (100%)	-	-	20 (91%)	2 (9%)	
2.4c	Performance Task IV – Formal Observation	7 (88%)	1 (12%)	-	20 (91%)	2 (9%)	-
	Performance Task I – Faculty Profile			$\bar{x} = 2.75$		$\bar{x} = 2.86$	
	Performance Task I – Faculty Profile			$\bar{x} = 3.00$		$\bar{x} = 2.95$	
	Performance Task I – Faculty Profile			$\bar{x} = 3.00$		$\bar{x} = 2.91$	
	Performance Task I – Faculty Profile			$\bar{x} = 3.00$		$\bar{x} = 2.91$	
	Performance Task II – Principal Interviews			$\bar{x} = 3.00$		$\bar{x} = 2.95$	
	Performance Task II – Principal Interviews			$\bar{x} = 3.00$		$\bar{x} = 2.91$	
	Performance Task II – Principal Interviews			$\bar{x} = 3.00$		$\bar{x} = 2.95$	
	Performance Task II – Principal Interviews			$\bar{x} = 3.00$		$\bar{x} = 3.00$	
	Performance Task III – Informal Observations			$\bar{x} = 3.00$		$\bar{x} = 3.00$	
	Performance Task III – Informal Observations			$\bar{x} = 2.88$		$\bar{x} = 2.86$	
	Performance Task III – Informal Observations			$\bar{x} = 2.75$		$\bar{x} = 3.00$	
	Performance Task III – Informal Observations			$\bar{x} = 2.88$		$\bar{x} = 2.91$	
	Performance Task IV – Formal Observation			$\bar{x} = 3.00$		$\bar{x} = 2.95$	
	Performance Task IV – Formal Observation			$\bar{x} = 2.88$		$\bar{x} = 3.00$	
	Performance Task IV – Formal Observation			$\bar{x} = 3.00$		$\bar{x} = 2.91$	
	Performance Task IV – Formal Observation			$\bar{x} = 2.88$		$\bar{x} = 2.91$	

ASSESSMENT 4 – Evaluation of Administrative Intern by Mentor

Assessment 4 is an evaluation form used by the mentor (building level supervisor) to evaluate the performance of the candidate (intern) at the conclusion of the internship. Due to page limitations some pages have been omitted.

EDSL 971E/S and EDSL 972E/S

Internship in Elementary/Secondary School Administration

EVALUATION OF ADMINISTRATIVE INTERN

Scholars and Leaders

Furman University

3.1 Manage the Organization	Exceeds Expectations of Standards for School Building Leadership (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
	<input data-bbox="386 296 448 352" type="checkbox"/> <p>a. Candidate demonstrates an <i>exceptional</i> 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.</p> <p>b. Candidate develops <i>exceptional</i> 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.</p> <p>c. Candidate demonstrates an <i>exceptional</i> ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.</p> <p>d. Candidate's knowledge of this standard or skill in its execution demonstrates <i>exceptional</i> understanding and exceeds all expectations.</p>	<input data-bbox="826 279 888 336" type="checkbox"/> <p>a. Candidate 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.</p> <p>b. Candidate 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.</p> <p>c. Candidate demonstrates an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.</p>	<input data-bbox="1248 249 1310 306" type="checkbox"/> <p>a. Candidate did not manage the organization effectively and/or efforts to meet the standard do not meet expectations.</p>
3.2 Manage Operations	Exceeds Expectations of Standards for School Building Leadership (3) <input data-bbox="386 1719 448 1776" type="checkbox"/>	Meets Expectations (2) <input data-bbox="826 1703 888 1759" type="checkbox"/>	Does Not Meet Expectations (1) <input data-bbox="1248 1673 1310 1730" type="checkbox"/>
	a. Candidate <i>effectively</i> demonstrates the ability to involve staff in	a. Candidate demonstrates the ability to involve staff in	a. Candidate did not manage

	<p>conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.</p> <p>b. Candidate develops <i>exceptional</i> communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.</p> <p>c. Candidate demonstrates an <i>exceptional</i> understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.</p> <p>d. Candidate's knowledge of this standard or skill in its execution demonstrates <i>exceptional</i> understanding and exceeds all expectations.</p>	<p>conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.</p> <p>b. Candidate develops communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.</p> <p>c. Candidate demonstrates an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.</p>	<p>operations effectively and/or efforts to meet the standard do not meet expectations.</p>
3.3 Manage Resources	<p>Exceeds Expectations of Standards for School Building Leadership (3)</p> <p><input type="checkbox"/></p>	<p>Meets Expectations (2)</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations (1)</p> <p><input type="checkbox"/></p>

	<p>a. Candidate uses <i>exceptional</i> problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.</p> <p>b. Candidate creatively seeks new resources to facilitate learning in an <i>exceptional way</i>.</p> <p>c. Candidate applies and assesses current technologies for school management, business procedures, and scheduling in an <i>exceptional way</i>.</p>	<p>a. Candidate uses problem-solving skills and knowledge of strategic, long-range, and operational planning including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.</p> <p>b. Candidate creatively seeks new resources to facilitate learning.</p> <p>c. Candidate applies and assesses current technologies for school management, business procedures, and scheduling.</p>	<p>a. Candidate did not manage resources effectively and/or efforts to meet the standard do not meet expectations.</p>
<p>4.1 Collaborate with Families and Other Community Members</p>	<p>Exceeds Expectations of Standards for School Building Leadership (3)</p> <p><input type="checkbox"/></p>	<p>Meets Expectations (2)</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations (1)</p> <p><input type="checkbox"/></p>
	<p>a. Candidate demonstrates an <i>exceptional</i> ability to bring together the resources of family members and the community to positively affect student learning.</p> <p>b. Candidate demonstrates an <i>exceptional</i> 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.</p> <p>c. Candidate demonstrates an <i>exceptional</i> ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.</p> <p>d. Candidate applies an <i>advanced</i></p>	<p>a. Candidate demonstrates an ability to bring together the resources of family members and the community to positively affect student learning.</p> <p>b. Candidate 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.</p> <p>c. Candidate demonstrates the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.</p> <p>d. Candidate applies an</p>	<p>a. Candidate did not collaborate effectively and/or efforts to meet the standard do not meet expectations.</p>

	<p>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.</p> <p>e. Candidate develops various <i>exemplary</i> methods of outreach aimed at business, religious, political, and service organizations.</p> <p>f. Candidate demonstrates the <i>exceptional</i> 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.</p> <p>g. Candidate demonstrates an <i>exceptional</i> ability to collaborate with community agencies to integrate health, social, and other services.</p> <p>h. Candidate develops an <i>outstanding</i> comprehensive program of community relations and demonstrates the ability to work with the media.</p>	<p>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.</p> <p>e. Candidate develops various methods of outreach aimed at business, religious, political, and service organizations.</p> <p>f. Candidate 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.</p> <p>g. Candidate demonstrates the ability to collaborate with community agencies to integrate health, social, and other services.</p> <p>h. Candidate develops a comprehensive program of community relations and demonstrates the ability to work with the media.</p>	
<p>4.2 Respond to Community Interests and Needs</p>	<p>Exceeds Expectations of Standards for School Building Leadership (3)</p> <p><input type="checkbox"/></p>	<p>Meets Expectations (2)</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations (1)</p> <p><input type="checkbox"/></p>

	<p>a. Candidate demonstrates exceptional involvement within the community, including interactions with individuals and groups with conflicting perspectives.</p> <p>b. Candidate demonstrates the <i>exceptional</i> ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.</p> <p>c. Candidate provides <i>outstanding</i> leadership to programs serving students with special and exceptional needs.</p> <p>d. Candidate demonstrates the <i>exceptional</i> ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.</p> <p>e. Candidate's knowledge of this standard or skill in its execution demonstrates <i>exceptional</i> understanding and exceeds all expectations.</p>	<p>a. Candidate demonstrates active involvement within the community, including interactions with individuals and groups with conflicting perspectives.</p> <p>b. Candidate demonstrates the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.</p> <p>c. Candidate provides leadership to programs serving students with special and exceptional needs.</p> <p>d. Candidate demonstrates the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.</p>	<p>a. Candidate did not respond effectively to community needs and interests and/or efforts to meet the standard do not meet expectations.</p>
4.3 Mobilize Community Resources	<p>Exceeds Expectations of Standards for School Building Leadership (3)</p> <p><input type="checkbox"/></p>	<p>Meets Expectations (2)</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations (1)</p> <p><input type="checkbox"/></p>
	<p>a. Candidate demonstrates an <i>exceptional</i> understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.</p>	<p>a. Candidate demonstrates an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.</p>	<p>a. Candidate did not mobilize community resources and/or efforts to meet the standard do not meet</p>

	<p>b. Candidate demonstrates how to use school resources and social service agencies to serve the community in an <i>advanced way</i>.</p> <p>c. Candidate demonstrates an <i>exceptional</i> understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</p> <p>d. Candidate's knowledge of this standard or skill in its execution demonstrates <i>exceptional</i> understanding and exceeds all expectations.</p>	<p>b. Candidate demonstrates how to use school resources and social service agencies to serve the community.</p> <p>c. Candidate 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.</p>	<p>expectations.</p>
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<p>5.1 Acts with Integrity</p>	<p>Exceeds Expectations of Standards for School Building Leadership (3)</p> <p><input type="checkbox"/></p>	<p>Meets Expectations (2)</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations (1)</p> <p><input type="checkbox"/></p>
	<p>a. Candidate's respect for the rights of others with regard to confidentiality and dignity and honest interactions <i>exceeds</i> expectations.</p>	<p>a. Candidate demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.</p>	<p>a. Candidate does not demonstrate respect and does not meet expectations of this standard.</p>
<p>5.2 Acts Fairly</p>	<p>Exceeds Expectations of Standards for School Building Leadership (3)</p> <p><input type="checkbox"/></p>	<p>Meets Expectations (2)</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations (1)</p> <p><input type="checkbox"/></p>

	a. Candidate demonstrates an <i>exceptional</i> ability to combine impartiality, sensitivity to student diversity, and ethical considerations in his/her interactions with others.	a. Candidate demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in his/her interactions with others.	a. Candidate does not demonstrate the standard and does not meet expectations.
5.3 Acts Ethically	Exceeds Expectations of Standards for School Building Leadership (3) <input type="checkbox"/>	Meets Expectations (2) <input type="checkbox"/>	Does Not Meet Expectations (1) <input type="checkbox"/>
	a. Candidate makes and explains decisions based upon ethical and legal principles that <i>exceed</i> expectations for this standard.	a. Candidate makes and explains decisions based upon ethical and legal principles.	a. Candidate does not demonstrate the standard and does not meet expectations.

6.1 Understand the Larger Context	Exceeds Expectations of Standards for School Building Leadership (3) <input type="checkbox"/>	Meets Expectations (2) <input type="checkbox"/>	Does Not Meet Expectations (1) <input type="checkbox"/>
	a. Candidate acts as an informed and <i>advanced</i> consumer of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. b. Candidate demonstrates an <i>exceptional</i> ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the	a. Candidate acts as an informed consumer of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. b. Candidate demonstrates the ability to explain how the legal and political systems and institutional framework of schools have shaped a school	a. Candidate does not demonstrate the standard and does not meet expectations.

	<p>opportunities available to children and families in a particular school.</p> <p>c. Candidate demonstrates an <i>exceptional</i> ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.</p> <p>d. Candidate demonstrates an <i>exceptional</i> understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.</p> <p>e. Candidate demonstrates an <i>exceptional</i> ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.</p> <p>f. Candidate demonstrates the <i>exceptional</i> ability to analyze and describe the cultural diversity in a school community.</p> <p>g. Candidate can describe in an <i>exceptional way</i> community norms and values and how they relate to the role of the school in promoting social justice.</p> <p>h. Candidate demonstrates the <i>exceptional</i> ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.</p> <p>i. Candidate's knowledge of this standard or skill in its execution demonstrates <i>exceptional</i> understanding and exceeds all expectations.</p>	<p>and community, as well as the opportunities available to children and families in a particular school.</p> <p>c. Candidate demonstrates the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.</p> <p>d. Candidate demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.</p> <p>e. Candidate demonstrates the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.</p> <p>f. Candidate demonstrates the ability to analyze and describe the cultural diversity in a school community.</p> <p>g. Candidate can describe community norms and values and how they relate to the role of the school in promoting social justice.</p> <p>h. Candidate demonstrates the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.</p>	
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<p>6.2 Respond to the Larger Context</p>	<p>Exceeds Expectations of Standards for School Building Leadership (3)</p> <p><input type="checkbox"/></p>	<p>Meets Expectations (2)</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p>(1)</p> <p><input type="checkbox"/></p>
	<p>a. Candidate demonstrates the <i>exceptional</i> 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.</p>	<p>a. Candidate 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.</p>	<p>a. Candidate does not demonstrate the standard and does not meet expectations.</p>
<p>6.3 Influence the Larger Context</p>	<p>Exceeds Expectations of Standards for School Building Leadership (3)</p> <p><input type="checkbox"/></p>	<p>Meets Expectations (2)</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p>(1)</p> <p><input type="checkbox"/></p>
	<p>a. Candidate demonstrates an <i>exceptional</i> ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.</p> <p>b. Candidate applies in an <i>exceptional way</i> his/her understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.</p> <p>c. Candidate advocates in an <i>exceptional way</i> for policies and programs that promote equitable learning opportunities and success for all students, regardless of</p>	<p>a. Candidate demonstrates the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.</p> <p>b. Candidate applies his/her understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.</p> <p>c. Candidate advocates for policies and programs that promote equitable learning opportunities and success for all students, regardless of</p>	<p>a. Candidate does not demonstrate the standard and does not meet expectations.</p>

	socioeconomic background, ethnicity, gender, disability, or other individual characteristics. d. Candidate's knowledge of this standard or skill in its execution demonstrates <i>exceptional</i> understanding and exceeds all expectations.	socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	
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Total Points _____

Assessment 4 – Data Chart

Evaluation of Administrative Intern by Mentor

ELCC Standards	Assessment Elements	Spring 2012 Section 1 n = 9			Spring 2012 Section 2 n = 22		
		Level of Performance			Level of Performance		
		Exceeds	Meets	Does Not Meet	Exceeds	Meets	Does Not Meet
3.1	Manage the organization	7 (78%)	2 (22%)	-	15 (68%)	6 (27%)	1 (5%)
3.2	Manage operations	6 (67%)	3 (33%)	-	14 (64%)	7 (32%)	1 (5%)
3.3	Manage resources	7 (78%)	2 (22%)	-	16 (73%)	5 (23%)	1 (5%)
4.1	Collaborate with families and other community members	5 (56%)	4 (44%)	-	15 (68%)	7 (32%)	-
4.2	Respond to community interests and needs	6 (67%)	3 (33%)	-	14 (64%)	8 (36%)	-
4.3	Mobilize community resources	6 (67%)	3 (33%)	-	12 (55%)	10 (45%)	-
5.1	Acts with integrity	9 (100%)	-	-	20 (91%)	2 (9%)	-
5.2	Acts fairly	9 (100%)	-	-	21 (95%)	1 (5%)	-
5.3	Acts ethically	8 (89%)	1 (11%)	-	20 (91%)	2 (9%)	-
6.1	Understand the larger context	8 (89%)	1 (11%)	-	13 (59%)	9 (41%)	-
6.2	Respond to the larger context	8 (89%)	1 (11%)	-	15 (68%)	7 (32%)	-
6.3	Influence the larger context	7 (78%)	2 (22%)	-	12 (55%)	10 (45%)	-
	Manage the organization	$\bar{X} = 2.78$			$\bar{X} = 2.64$		
	Manage operations	$\bar{X} = 2.67$			$\bar{X} = 2.59$		
	Manage resources	$\bar{X} = 2.78$			$\bar{X} = 2.68$		
	Collaborate with families and other community members	$\bar{X} = 2.56$			$\bar{X} = 2.68$		
	Respond to community interests and needs	$\bar{X} = 2.67$			$\bar{X} = 2.64$		

Mobilize community resources	$\bar{x} = 2.67$	$\bar{x} = 2.55$
Acts with integrity	$\bar{x} = 3.00$	$\bar{x} = 2.91$
Acts fairly	$\bar{x} = 3.00$	$\bar{x} = 2.95$
Acts ethically	$\bar{x} = 2.89$	$\bar{x} = 2.91$
Understand the larger context	$\bar{x} = 2.89$	$\bar{x} = 2.59$
Respond to the larger context	$\bar{x} = 2.89$	$\bar{x} = 2.68$
Influence the larger context	$\bar{x} = 2.78$	$\bar{x} = 2.55$

ASSESSMENT 5

Curriculum Mapping Project

EDSL 730 – Designing and Implementing Curriculum

5.a Description of the Assessment

Assessment 5 is a curriculum mapping project included in EDSL 730 – Designing and Implementing Curriculum. Candidates are required to demonstrate the knowledge and ability to promote the success of all students by providing an effective instructional program, applying best practice to student learning and managing material resources. Candidates are required to complete a curriculum map for a subject he or she is teaching or one that would be beneficial to the school. The purpose of this project is to support student learning.

5.b Alignment to ELCC Standards

The performance tasks required to complete the assessment provide candidates with practice with content included in the following ELCC Standards:

Curriculum Standards or Major Topics: 1.1a, 1.1b, 1.2a, 1.2b, 1.3b

Essential Questions or Skills Targeted: 1.1a, 1.1b, 1.2a, 1.2b, 1.3b, 2.1a, 2.2a, 2.2b, 2.2c, 2.3b, 2.3c

Instructional Strategies: 1.1a, 1.1b, 1.2a, 1.2b, 1.3b, 2.1a, 2.2a, 2.2b, 2.2c, 2.3b, 2.3c, 3.1a, 3.1b, 3.1c, 3.2a, 4.2b, 4.2d, 4.3b

Assessments: 1.1a, 1.1b, 1.2a, 1.2b, 1.3b, 2.1a, 2.2b, 2.2c, 2.3b, 2.3c, 3.1a, 3.1b, 3.1c, 3.2a, 4.2b, 4.2d, 4.3b

Appropriate Instructional Pacing: 1.1a, 1.1b, 1.2a, 1.2b, 1.3b, 2.1a, 2.2a, 2.2b, 2.2c, 2.3b, 2.3c, 3.1a, 3.1b, 3.1c, 3.2a, 4.2b, 4.2d, 4.3b

5.c A Brief Analysis of the Data Findings (see data chart in 5.g)

All of the candidates in both groups reported (Spring 11, Spring 12) either met or exceeded expectations on all portions of the assessment. Candidates expressed their satisfaction with the assessment experience in post-course opinion surveys and verbally to the instructor. Based on the quantitative data, this assessment was a positive experience for candidates in reaching their goal to support student learning in their schools.

5.d Interpretation of how the data provides evidence for meeting the ELCC standards

It is critical for candidates in a building level school leadership program to identify and participate in experiences that will support student learning throughout the school. For this assessment, candidates demonstrate the ability to develop a curriculum map that incorporates appropriate state standards to ensure student success (1.1). All of the candidates exceeded expectations on this standard. For candidates to support student learning, it is critical for them to demonstrate the ability to develop a curriculum map that targets skills necessary for mastery of the state standards (2.2). All of the candidates met or exceeded this standard. Candidates must demonstrate the ability to develop a curriculum map that incorporates engaging, research-based instructional strategies to meet the needs of all learners (2.3). All of the candidates met or exceeded expectations with Standard 2.3. Candidates must demonstrate the ability to develop a curriculum map that incorporates a variety of both

alternative and conventional assessments that reflect student mastery of state standards (1.2); it is important to support the use of a variety of alternative and conventional assessments. Candidates met or exceed this standard. Candidates must demonstrate the ability to develop a curriculum map that reflects an in-depth understanding of appropriate instructional pacing in order to meet the state standards (2.1). Candidates met or exceeded this standard.

5.e Description of Assessment (The Assessment Tool)

A. Complete a nine weeks curriculum map (approximately 3 months) for a subject you are currently teaching or one that would be beneficial to your school. Each map should follow the basic assigned format, allowing for individual school differences and personal creativity but focusing on supporting student learning.

B. Your Curriculum Map should include:

1. Curriculum Standards or Major Topics
2. Essential Questions or Skills Targeted
3. Instructional Strategies (Include strategies that address all ability levels; include strategies that are engaging (best practices) and research-based and meet the needs of all learners; Include related activities such as field trips, speakers, projects, etc.)
4. Assessment (Include multiple methods assessments to address learners' diverse needs; include assessments that reflect student mastery of state standards)
5. Appropriate Instructional Pacing

ASSESSMENT 5.f Scoring Guide/Criteria for the Curriculum Mapping Project, EDSL 730

		EE Exceeds Expectations (10)	ME Meets Expectations (7)	DNME Does Not Meet Expectations (5)	
Curriculum Standard	Performance Task				Score
	Candidate demonstrates the ability to develop a curriculum map that incorporates appropriate state standards to ensure student success. 1.1	There is clear and consistent evidence that the candidate demonstrates the ability to develop a curriculum map that incorporates appropriate state standards to ensure student success.	There is evidence that the candidate demonstrates the ability to develop a curriculum map that incorporates appropriate state standards to ensure student success.	There is little or no evidence that the candidate demonstrates the ability to develop a curriculum map that incorporates appropriate state standards to ensure student success.	
Skills Targeted	Performance Task	EE Exceeds Expectations (20)	ME Meets Expectations (15)	DNME Does Not Meet Expectations (10)	
	Candidate demonstrates the ability to develop a curriculum map that targets skills necessary for mastery of the state standards. 2.2	There is clear and consistent evidence that the candidate demonstrates the ability to develop a curriculum map that targets skills necessary for mastery of the state standards.	There is evidence that the candidate demonstrates the ability to develop a curriculum map that targets skills necessary for mastery of the state standards.	There is little or no evidence that the candidate demonstrates the ability to develop a curriculum map that targets skills necessary for mastery of the state standards.	
Instructional Strategies	Performance Task	EE Exceeds Expectations (30)	ME Meets Expectations (25)	DNME Does Not Meet Expectations (20)	
	Candidate demonstrates the ability to develop a curriculum map that incorporates engaging, research-based instructional strategies to meet the needs of all learners 2.3 .	There is clear and consistent evidence that the candidate demonstrates the ability to develop a curriculum map that incorporates engaging, research-based instructional strategies to meet the needs of all learners.	There is evidence that the candidate demonstrates the ability to develop a curriculum map that incorporates engaging, research-based instructional strategies to meet the needs of all learners.	There is little or no evidence that the candidate demonstrates the ability to develop a curriculum map that incorporates engaging, research-based instructional strategies to meet the needs of all learners.	
Assessment	Performance Task	EE Exceeds Expectations (30)	ME Meets Expectations (25)	DNME Does Not Meet Expectations (20)	
	Candidate demonstrates the ability to develop a curriculum map that incorporates a variety of both alternative and conventional assessments that reflect student mastery of state standards. 1.2	There is clear and consistent evidence that the candidate demonstrates the ability to develop a curriculum map that incorporates a variety of both alternative and conventional assessments that reflect student mastery of state standards.	There is evidence that the candidate demonstrates the ability to develop a curriculum map that incorporates a variety of both alternative and conventional assessments that reflect student mastery of state standards.	There is little or no evidence that the candidate demonstrates the ability to develop a curriculum map that incorporates a variety of both alternative and conventional assessments that reflect student mastery of state standards.	

Instructional Pacing

Performance Task	EE Exceeds Expectations (10)	ME Meets Expectations (7)	DNME Does Not Meet Expectations (5)
Candidate demonstrates the ability to develop a curriculum map that reflects an in-depth understanding of appropriate instructional pacing in order meet the state standards. 2.1	There is clear and consistent evidence that the candidate demonstrates the ability to develop a curriculum map that reflects an in-depth understanding of appropriate instructional pacing in order meet the state standards.	There is evidence that the candidate demonstrates the ability to develop a curriculum map that reflects an in-depth understanding of appropriate instructional pacing in order meet the state standards.	There is little or no evidence that the candidate demonstrates the ability to develop a curriculum map that reflects an in-depth understanding of appropriate instructional pacing in order meet the state standards.

Assessment 5.g – Data Chart
Curriculum Mapping Project

ELCC Standards	Assessment Elements	Spring 2011 n = 11			Spring 2012 n = 2		
		Level of Performance			Level of Performance		
		Exceeds	Meets	Does Not Meet	Exceeds	Meets	Does Not Meet
1.1	Candidate demonstrates the ability to develop a curriculum map that incorporates appropriate state standards to ensure student success.	11 (100%)	-	-	2 (100%)	-	-
2.2	Candidate demonstrates the ability to develop a curriculum map that targets skills necessary for mastery of the state standards.	10 (91%)	1 (9%)	-	2 (100%)	-	-
2.3	Candidate demonstrates the ability to develop a curriculum map that incorporates engaging, research-based instructional strategies to meet the needs of all learners.	10 (91%)	1 (9%)	-	2 (100%)	-	-
1.2	Candidate demonstrates the ability to develop a curriculum map that incorporates a variety of both alternative and conventional assessments that reflect student mastery of state standards.	10 (91%)	1 (9%)	-	2 (100%)	-	-
2.1	Candidate demonstrates the ability to develop a curriculum map that reflects an in-depth understanding of appropriate instructional pacing in order to meet the state standards.	10 (91%)	1 (9%)	-	2 (100%)	-	-
	Candidate demonstrates the ability to develop a curriculum map that incorporates appropriate state standards to ensure student success.	$\bar{X} = 3.00$			$\bar{X} = 3.00$		
	Candidate demonstrates the ability to develop a curriculum map that targets skills necessary for mastery of the state standards.	$\bar{X} = 2.91$			$\bar{X} = 3.00$		
	Candidate demonstrates the ability to develop a curriculum map that incorporates engaging, research-based instructional strategies to meet the needs of all learners.	$\bar{X} = 2.91$			$\bar{X} = 3.00$		

Candidate demonstrates the ability to develop a curriculum map that incorporates a variety of both alternative and conventional assessments that reflect student mastery of state standards.	$\bar{x} = 2.91$	$\bar{x} = 3.00$
Candidate demonstrates the ability to develop a curriculum map that reflects an in-depth understanding of appropriate instructional pacing in order to meet the state standards.	$\bar{x} = 2.91$	$\bar{x} = 3.00$

ASSESSMENT 6 – Supervision Final Examination

EDSL 840 – Supervision and Instructional Leadership, Fall Term 2011

Strong instructional leadership promotes excellence in education. In this class we have discussed a number of ways an effective instructional leader can facilitate school improvement.

Some of the major concepts we have discussed are: the importance of creating a school vision; how to use data analysis for goal setting; effective ways to supervise and evaluate your faculty in order to improve teaching; and methods to develop a school climate that is conducive to professional development and adult learning.

Using the concepts you have learned about effective instructional leadership, describe how you would incorporate all of these approaches as the new principal of the following school in order to promote school improvement.

Your new school currently has 728 students. There are approximately 40% white, 20% black, 35% Hispanic, and 5% Asian. The school is a Title I school with over 70% of the students on free or reduced lunch. Almost 22% of the students have failed at least one grade level. The School Report Card rating is a Below Average on the Absolute Rating and an Unsatisfactory on the Improvement Rating.

This school has a very traditional curriculum. Except for a few minor changes, the curriculum and instructional strategies have remained the same for the last ten years.

There are 38 certified teachers in this school, including one assistant principal, one instructional coach, and one guidance counselor. The faculty's experience is very diverse, with 7 first year teachers, 5 second year teachers, and approximately 11 teachers with over 28 years experience. The average years of teaching experience is 12 years.

The school climate has been rated low by both the teachers and students. Part of the school climate problem is caused by the growing split among teachers about the direction the school should take, especially with professional development.

The younger teachers are in support of a major transformation of the academic programs that would include a new emphasis on using higher level thinking skills, the use of hands-on activities in all classes, a major reform in the school's reading program, a new direction for using collaboration among grade level teachers, and a more effective way of implementing technology.

The seasoned teachers believe that the school needs to emphasize basic skills and focus on rote learning. They believe that acquiring essential knowledge can be accomplished by lecturing, assigned reading requirements, and an emphasis on independent student work, with a lot of assessment using paper and pencil tests. They believe that the school can be improved by doing what they have always done, but by doing it better.

Essentially, the school has no vision of what the school should be or in what direction to proceed. Your superintendent expects you to turn this school around in 3 years.

ASSESSMENT 6 – Scoring Guide/Criteria for the Supervision Final Examination

EDSL 840 – Supervision and Instructional Leadership

Fall Term, 2012

<p align="center">PERFORMANCE TASK</p>	<p align="center">EE Exceeds Expectations (10)</p>	<p align="center">ME Meets Expectations (7)</p>	<p align="center">DNME Does Not Meet Expectations (3)</p>	<p align="center">SCORE</p>
<p>2.3 a.</p> <p>Candidate demonstrates the ability to assist school personnel in understanding and applying best practices for student learning.</p>	<p>There is clear and consistent evidence that the candidate demonstrates the ability to assist school personnel in understanding and applying best practices that enhance student learning.</p>	<p>There is evidence that the candidate demonstrates the ability to assist school personnel in understanding best practices for student learning.</p>	<p>There is little or no evidence that the candidate demonstrates the ability to assist school personnel in understanding best practices for student learning.</p>	
<p>2.3 c.</p> <p>Candidate demonstrates an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.</p>	<p>There is clear and consistent evidence that the candidate understands how to use appropriate research strategies to promote an environment for improved student achievement.</p>	<p>There is evidence that the candidate understands how to use appropriate research strategies to promote an environment for improved student achievement.</p>	<p>There is little or no evidence that the candidate uses appropriate research strategies to promote an environment for improved student achievement.</p>	
<p>2.4 a.</p> <p>Candidate designs and demonstrates an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and</p>	<p>There is clear and consistent evidence that the candidate designs and demonstrates an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.</p>	<p>There is evidence that the candidate designs and demonstrates an ability to implement well-planned, context-appropriate professional development programs.</p>	<p>There is little or no evidence that the candidate designs and demonstrates an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and</p>	

goals.			goals.	
2.4 b. Candidate demonstrates the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers.	There is clear and consistent evidence that the candidate demonstrates the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers.	There is evidence that the candidate demonstrates the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers.	There is little or no evidence that the candidate demonstrates the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers.	
2.4 c. Candidate implements personal professional growth plans that reflect an understanding to life-long learning.	There is clear and consistent evidence that the candidate implements personal professional growth plans that reflect an understanding to life-long learning.	There is evidence that the candidate implements personal professional growth plans.	There is little or no evidence that the candidate implements personal professional growth plans that reflect an understanding to life-long learning.	

Assessment 6 – Data Chart
Supervision Final Examination

ELCC Standards	Assessment Elements	Spring 2012 Section 1 n = 9			Spring 2012 Section 2 n = 22		
		Level of Performance			Level of Performance		
		Exceeds	Meets	Does Not Meet	Exceeds	Meets	Does Not Meet
1.1a	Develop a vision of learning	8 (100%)	-	-	20 (91%)	2 (9%)	-
1.2a	Articulate a vision of learning	8 (100%)	-	-	20 (91%)	2 (9%)	-
1.2b	Use data-based research strategies	8 (100%)	-	-	18 (82%)	4 (18%)	-
1.3a	Formulate initiatives to motivate staff, students, and families	8 (100%)	-	-	22 (100%)	-	-
2.2a	Facilitate activities that apply principles of effective instruction	6 (75%)	2 (25%)	-	21 (95%)	1 (5%)	-
2.3a	Assist school personnel in understanding and applying best practices	6 (75%)	2 (25%)	-	14 (64%)	8 (36%)	-
2.3c	Use appropriate research strategies	6 (75%)	2 (25%)	-	20 (91%)	2 (9%)	-
2.4a	Design and implement appropriate professional development	6 (75%)	2 (25%)	-	16 (73%)	6 (27%)	-
2.4b	Use strategies such as observations, collaborative reflection, and adult learning strategies	7 (87%)	1 (13%)	-	14 (64%)	8 (36%)	-
2.4c	Design and implement personal professional growth plans	8 (100%)	-	-	21 (95%)	1 (5%)	-
	Develop a vision of learning	$\bar{x} = 3.00$			$\bar{x} = 2.91$		
	Articulate a vision of learning	$\bar{x} = 3.00$			$\bar{x} = 2.91$		
	Use data-based research strategies	$\bar{x} = 3.00$			$\bar{x} = 2.82$		
	Formulate initiatives to motivate staff, students, and families	$\bar{x} = 3.00$			$\bar{x} = 3.00$		
	Facilitate activities that apply principles of effective instruction	$\bar{x} = 2.75$			$\bar{x} = 2.95$		
	Assist school personnel in understanding and applying best practices	$\bar{x} = 2.75$			$\bar{x} = 2.64$		
	Use appropriate research strategies	$\bar{x} = 2.75$			$\bar{x} = 2.91$		

Design and implement appropriate professional development	$\bar{x} = 2.75$	$\bar{x} = 2.73$
Use strategies such as observations, collaborative reflection, and adult learning strategies	$\bar{x} = 2.88$	$\bar{x} = 2.64$
Design and implement personal professional growth plans	$\bar{x} = 3.00$	$\bar{x} = 2.95$

**ASSESSMENT 7 –
IN-BASKET SIMULATION**

Instructions

1. You will be given 90 minutes to read and take action on all of the in-basket items presented following the instructions. You are not expected merely to describe what you would do, but to do it. For example, if you decide to write a letter, then compose the letter. If you decide to telephone a person or see someone for a conference, then outline your objectives, as well as the main points or questions that you would present.

EDSL 849 – The Principalship

Spring Term, 2012

Principal's End-of-the-Year Problems and Priorities

(In-Basket Simulation)

Background:

- You are Dr. Brown, and it is your first year as principal of Kennedy School.
- It is May 5, 2012, and you have gone to school on a Saturday morning to check your mail and telephone messages, having been out of town since Tuesday morning, attending a conference on instructional leadership.
- You are to assume the same characteristics of the social context of this situation, including the description of the school, the district, and the community, as were assumed in your responses to the in-basket items in our first simulation. All other information that was provided is the same.

Due:

2. Each of the in-basket items requires a separate action, which you should present on another sheet of paper, adding the identification number in the upper left-hand corner of the in-basket item. You may deal with the in-basket items in whatever sequence you prefer; however, you should indicate on your response sheet the priority: 1 = high priority, 2 = moderate priority, 3 = low priority.

3. Proceed to the in-basket items.

In-Basket Item #1

MEMO

DATE: May 4
TO: Dr. Brown
FROM: Mary Eager

Dr. Brown,

I have applied for summer school curriculum work and, although I haven't been turned down yet, I feel that the district is dragging its feet.

As you know, my proposal is to work on developing a peace studies component in our curriculum. I would appreciate it if you would write a letter or something to get them moving in the district office. I don't know what their problem is!

recommendations for establishing an effective and feasible merit pay program and a career ladders program for teachers. I know these ideas are controversial, but put your ideas in memorandum form and send them to me as soon as possible. Consult with whomever you would like. The school board, however, would like to get some initial input on this before the end of the school year.

In-Basket Item #3

Telephone Message

FOR: Dr. Brown
FROM: Tom Roberts (State Journal)
TIME: 12:05 p.m., Thursday

Please call him back today. He wants to set up an "in-depth interview" with you about your experiences during this first year.

In-Basket Item #2

MEMO

DATE: May 6
TO: All Principals and Supervisors
FROM: Superintendent

The school board has expressed interest again in the concepts of career ladders and merit pay. What I would like each of you to do is to develop some

In-Basket #4

May 5

Dear Dr. Brown:

As you may know, my son Randy has not been achieving up to his potential this year. We think we know now that the reason is he has an unusual reading problem. We are considering having someone at the school work with him this summer, or sending him to a private

learning center that has recently opened in the community. What do you think? Do you have anyone on your staff that you could recommend? What do you think of this private learning center? I think it is called Horizons Unlimited.

Sincerely,

Mrs. Eddie Grover

In-Basket Item #5

Dr. Brown,

You may not be aware of this, but Mr. Sanders, the previous principal, always put out a memo toward the end of the year, identifying for teachers the various things they needed to do before they left school on the final day. Also, he usually made a little speech at the last faculty meeting of the year, commenting about the type of year it was and projecting some goals for the school for the following year. I don't know whether you want to continue these practices, but I thought you should be aware of them.

Peg Albright

Secretary

In-Basket Item #6

May 4

Dear Dr. Brown:

I tried to call you several times last week, but your secretary always said you were busy. Therefore, I decided to write you. I am a single, working parent with a child in your school. It has seemed to me that the faculty in this school need to be made more sensitive about the fact that there are a lot of us and that because of our circumstances, it is not as easy for us to become involved in school as when there are two parents and one of the parents is not working. I am not sure what the answer is to this, but I would like your help in setting up a single-parent school organization or support group. I also think the school needs to set up some type of a program for "latchkey" students, of which my son is one. Would you be willing to help me? I know there are a lot of people like me out here.

Sincerely,

Nancy Drive

In-Basket Item #7

May 4

Dr. Brown,

I just received a call from my husband, and he is being transferred to another location out of state. He will have to leave in two weeks and, of course, he wants me to go with him. I really hate to leave my job, and I

would like to stay at least until the end of the school year, but when I mentioned this to him, he didn't seem too receptive. I don't know what to do. Do you have any advice?

Peg Albright

Secretary

In-Basket Item #8

Dr. Brown,

I don't know what you want to do about it, but a student told me that Mary Eager is distributing the enclosed leaflet. I would think that a union rep would know better about this. I thought you would want to handle this.

Tim Parker

Assistant Principal

A Message to the Children and Young People of the World

All of you know the name Hiroshima, and you remember what it means ... nuclear holocaust. Today we are drawing ever closer to an even greater holocaust because of the actions or inactions of political "leaders." If the world is to be saved, then young people need to show leadership. Join the Crusade to Strop Nuclear Warfare. Send your ideas and contributions to Young People for a Peaceful America. Colgate Building, Suite 317, Washington, D.C. 20036.

In-Basket Item #9

Dr. Brown,

Do you have any problem with my taking my classes outside if the weather is nice? The kids begin to get restless this time of the year.

Hazel Smith

Language Arts Teacher

In-Basket Item #10

MEMO

DATE: May 4
TO: Dr. Brown
FROM: Wendy Stack, Teacher

The purpose of this memorandum is to register a formal complaint against Mr. Parker, our assistant principal. This man has sexually harassed me on various occasions, and I want it to stop. He has made remarks about my bust, and he has placed his hands on my buttocks numerous times. He has also propositioned me, twice. I know I am a new teacher, but I don't think I should have to take this kind of abuse! I have also heard that he has done similar things with some of the other young female teachers. Please help me.

In-Basket Item #11

Dr. Brown,

It's probably none of my business but I think faculty morale is pretty low right now. I don't know why exactly, but many of the teachers seem to lack spirit. I'm not sure what can be done about the situation, but I thought you ought to know about it.

Pat

Concerned Counselor

Dr. Brown,

*Monday is not gonna be a day you
will forget. Sometime that a.m. a
BOMB is gonna go off and you
better get those kids out of there before
it happens.*

This ain't no prank or nothing.

Committee for a Stronger America

Dr. Brown,

I know you are busy but I think we have a problem on our hands. Some of these kids are starting to use smokeless tobacco in school and it is staining the floors and some of the fixtures where they spit. I heard that even Bill Stone is using the stuff. I mean if teachers can use it, what can we expect of the kids? Anyway I think something's got to be done about it before it spreads.

Sam Clean

In-Basket Item #14

May 5

Dear Dr. Brown:

Our organization, The Pro-Nuclear Energy Group, would like to make a presentation at one of your assembly programs. Our organization is made up of power companies in the area that attempt to provide safe and economically efficient energy for the people. We feel that, as a result of various television programs and newspaper reports, the young people are receiving an inaccurate impression about nuclear energy and its advantages. What is needed is a more balanced report, and we would intend to do that in our presentation at your school.

Please consider our request, since we are taxpayers too, and we want to work cooperatively with the school.

We look forward to hearing from you at your earliest convenience.

Sincerely,

(Signed) Bud Strong

President

In-Basket Item #15

Dr. Brown –

I am not sure what I should do about this referral. As you probably know, Bill Morris (the student) is the son of one of the school board members. I have never gotten along with the old man too well (we were on rival teams when we were in high school) so I would appreciate it if you would handle this one.

Tim Parker

KENNEDY SCHOOL

Student Discipline Referral Form

Date: Thursday

Student's Name: Bill Morris

Teacher: Jack Armstrong

Problem: Kid keeps fooling around and is disrespectful to me. I am sick and tired of this kid and I don't want him back in class until he shapes up.

In-Basket Item #16

May 6

Dear Dr. Brown:

For some time now, I have been wanting to bring something to your attention, but my daughter has not wanted me to contact you about the matter. I feel now that I must say something, however, whether my daughter wants me to or not.

You are probably not aware of this, but one of your teachers, a Miss Spencer, is dating a high school student and from what I hear, things have progressed pretty far if you know what I mean. I think this kind of situation sets a poor example for students, and it makes it

difficult for those of us parents who are trying to set a moral tone in our own families. I know you will want to take a strong stand on this. The talk around town is that this boy already has Miss Spencer in trouble if you know what I mean and that she is considering an abortion.

Obviously, Miss Spencer should not be allowed to continue in her position.

Sincerely,

(Mrs.) Roberta Little

In-Basket Item #17

Telephone Message

FOR: Dr. Brown

FROM: Mr. Morris

TIME: 9:00 a.m., Friday

Please call as soon as possible.

332-9698

In-Basket Item #18

May 5

Dear Dr. Brown,

I would like to register formally my objection to the way my daughter has been abused in physical education classes. Because she was supposedly "fooling around in class" (whatever that means) she has been required several times by Mr. Jack Armstrong to do push-ups. Now my daughter tells me she wasn't fooling around, and even if she was, it seems to me that there must be a more educationally sound way of dealing with this matter then requiring students to do push-ups!

My daughter is not a physically strong person, and when she can't do the push-ups, everyone in her class – including the teacher – laughs at her.

This causes her to cry and it embarrasses her in front of the entire class.

I want something done about his matter immediately, or I am going to pursue it with the proper authorities.

Sincerely,

Priscilla Block

cc: President of the School Board Superintendent of Schools

Principal's End- of- the Year Problems and Priorities, adapted and modified from School Leadership and Administration: Important Concepts, Case Studies, and Simulations, 8th ed., by Richard Gorton and Judy A. Alston, McGraw-Hill, 2009.

ASSESSMENT 7 – Scoring Guide/Criteria for the In-Basket Simulation

EDSL 849 – The Principalship

Spring Term, 2012

In-Basket Performance Tasks	EE (3 pts.)	ME (2 pts.)	DNME (0-1 pt.)	Points
Item #1. ELCC 5.2	Candidate demonstrates an <i>exceptional</i> ability to combine impartiality, sensitivity, and ethical considerations in his/her interactions with Mary Eager.	Candidate demonstrates the ability to combine impartiality, sensitivity, and ethical considerations in his/her interactions with Mary Eager.	Candidate does not demonstrate the standard as he/she interacts with Mary Eager and does not meet expectations.	
Item #2. ELCC 6.2	Candidate demonstrates the <i>exceptional</i> ability to communicate with members of the school community concerning merit pay and career ladders.	Candidate demonstrates the ability to communicate with members of the school community concerning merit pay and career ladders.	Candidate does not demonstrate the ability to communicate with members of the school community concerning merit pay and career ladders or forgets to carry out the request.	
Item #3. ELCC 1.5b	Candidate demonstrates the skills needed to communicate <i>exceptionally</i> with the State Journal reporter.	Candidate demonstrates the skills needed to communicate effectively with the State Journal reporter.	Candidate does not demonstrate the skills needed to communicate effectively with the State Journal reporter or does not get back in touch with the reporter.	

Item #4. ELCC 2.2b	Candidate demonstrates an <i>exceptional</i> ability to make recommendations regarding learning centers that would fully accommodate the needs of Mrs. Grover's son Randy.	Candidate demonstrates the ability to make recommendations regarding learning centers that would accommodate the needs of Mrs. Grover's son Randy.	Candidate does not demonstrate the ability to make recommendations regarding learning centers or does not respond to Mrs. Grover.	
Item #5. ELCC 3.1b	Candidate develops <i>exceptional</i> plans of action for the opening and closing of school.	Candidate develops plans of action for the opening and closing of school.	Candidate does not develop plans of action for the opening and closing of school and/or does not respond to Peg Albright's concern.	
Item #6. ELCC 4.3a	Candidate demonstrates an <i>exceptional</i> understanding of and ability to use community resources in helping to solve problems that are encountered by "latchkey" students.	Candidate demonstrates an understanding of and ability to use community resources in helping to solve problems that are encountered by "latchkey" students.	Candidate does not mobilize community resources and/or efforts to meet the needs of "latchkey" students do not meet expectations.	
Item #7. ELCC 3.1b	Candidate develops <i>exceptional</i> plans of action for focusing on effective organization and management of human resources as he/she deals with Peg Albright's concern that she may have to leave her job before	Candidate develops plans of action for focusing on effective organization and management of human resources as he/she deals with Peg Albright's concern that she	Candidate does not handle Peg Albright's concern in an effective manner and/or efforts to meet the standard do not meet expectations.	

	the end of the school year.	may have to leave her job before the end of the school year.		
Item #8. ELCC 2.1a	Candidate assesses school culture using multiple <i>exceptional</i> methods and implements context-appropriate strategies that capitalize on the diversity of the school community as he/she deals with the distribution of the leaflet.	Candidate assesses school culture using multiple methods and implements context-appropriate strategies that capitalize on the diversity of the school community as he/she deals with the distribution of the leaflet.	Candidate does not promote positive school culture effectively and/or efforts to meet the standard do not meet expectations.	
Item #9. ELCC 2.3a	Candidate demonstrates an <i>exceptional</i> ability to assist Hazel Smith (a teacher) in understanding and applying best practices for student learning.	Candidate demonstrates the ability to assist Hazel Smith (a teacher) in understanding and applying best practices for student learning.	Candidate does not consider best practices for student learning in responding to Hazel Smith's request.	
Item #10. ELCC 5.1	Candidate's respect for the rights of others with regard to confidentiality, dignity, and honest interactions <i>exceeds</i> expectations as he/she deals with the sexual harassment complaint brought by Wendy Stack, a teacher, against Tim Parker, assistant principal.	Candidate demonstrates respect for the rights of others with regard to confidentiality, dignity, and honest interactions as he/she deals with the sexual harassment complaint brought by Wendy Stack, a teacher, against Tim Parker, assistant	Candidate does not demonstrate respect for the rights of others with regard to confidentiality, dignity, and honest interactions as he/she deals with the sexual harassment complaint brought by Wendy Stack, a teacher, against Tim Parker,	

		principal.	assistant principal.	
Item #11. ELCC 2.1a	Candidate assesses school culture using multiple <i>exceptional</i> methods and implements context-appropriate strategies that capitalize on the diversity of the school community as he/she deals with the concern of the "Concerned Counselor" regarding faculty morale.	Candidate assesses school culture using multiple methods and implements context-appropriate strategies that capitalize on the diversity of the school community as he/she deals with the concern of the "Concerned Counselor" regarding faculty morale.	Candidate does not assess school culture using multiple methods as he/she deals with the concern of the "Concerned Counselor" regarding faculty morale.	
Item #12. ELCC 3.2a	Candidate <i>effectively</i> demonstrates the ability to involve staff in conducting operations and setting priorities, using appropriate methods as he/she deals with this high priority concern: a bomb threat!	Candidate demonstrates the ability to involve staff in conducting operations and setting priorities, using appropriate methods as he/she deals with this high priority concern: a bomb threat!	Candidate does not demonstrate the ability to manage operations or does not see the bomb threat as a high priority.	
Item #13. ELCC 3.1b	Candidate develops <i>exceptional</i> plans of action for focusing on effective organization and management of human and material resources as he/she deals with the possibility of smokeless tobacco	Candidate develops plans of action for focusing on effective organization and management of human and material resources as he/she deals with the possibility of smokeless tobacco	Candidate does not develop plans of action for managing the organization as he/she deals with the possibility of smokeless tobacco use in the school.	

	use in the school.	use in the school.		
Item #14. ELCC 4.2a	Candidate demonstrates <i>exceptional</i> involvement within the community, including interactions with groups with conflicting perspectives.	Candidate demonstrates active involvement within the community, including interactions with groups with conflicting perspectives.	Candidate does not respond effectively to community groups with conflicting perspectives.	
Item #15. ELCC 3.1a	Candidate demonstrates <i>exceptional</i> ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, even when dealing with the son of a school board member.	Candidate demonstrates the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, even when dealing with the son of a school board member.	Candidate does not manage the organization effectively and/or efforts to meet the standard do not meet expectations as he/she deals with the son of the school board member.	
Item #16. ELCC 5.1	Candidate's respect for the rights of others with regard to confidentiality, dignity, and honest interactions <i>exceeds</i> expectations as he/she deals with the rumor regarding an inappropriate teacher-student relationship.	Candidate demonstrates respect for the rights of others with regard to confidentiality, dignity, and honest interactions as he/she deals with the rumor regarding an inappropriate teacher-student relationship.	Candidate does not demonstrate respect for the rights of others with regard to confidentiality, dignity, and honest interactions as he/she deals with the rumor regarding an inappropriate teacher-student relationship.	

<p>Item #17. ELCC 3.1a</p>	<p>Candidate demonstrates an <i>exceptional</i> ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, even when dealing with a school board member and his son.</p>	<p>Candidate demonstrates the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, even when dealing with a school board member and his son.</p>	<p>Candidate does not manage the organization effectively and/or efforts to meet the standard do not meet expectations as he/she deals with the school board member and his son.</p>	
<p>Item #18. ELCC 2.2a</p>	<p>Candidate demonstrates an <i>exceptional</i> ability to facilitate activities that apply principles of effective instruction to improve instructional practices for all students in all courses.</p>	<p>Candidate demonstrates the ability to facilitate activities that apply principles of effective instruction to improve instructional practices for all students in all courses.</p>	<p>Candidate does not provide an effective instructional program and/or efforts to meet the standard do not meet expectations for student learning in all courses.</p>	

Other In-Basket Performance Tasks	EE	ME	DNME	
Tying	Tying of related items is used very effectively throughout the in-basket. (2 pts.)	There is some tying of related items throughout the in-basket. (1 pt.)	There is little or no evidence of tying of related items. (0 pt.)	
Delegations	Appropriate delegations are used throughout the in-basket. (2 pts.)	Some appropriate delegations are used throughout the in-basket. (1 pt.)	No delegations are used or those used are inappropriate. (0 pt.)	
Use of Tools	All of the listed tools are used in an appropriate and effective manner (such as information search, letters, etc.) (6 pts.)	Some of the listed tools are used in an appropriate and effective manner. (3 pts.)	Few or no tools are used or the tools are not used in an appropriate and effective manner. (0 pt.)	
Dealing with Fabrication	There is no fabrication used throughout the in-basket. (6 pts.)	There is no more than one example of fabrication used. (3 pts.)	There are two or more examples of fabrication. (0 pt.)	

Total Points _____

EE = Exceeds Expectations (65 – 70 Points)

ME = Meets Expectations (44 – 64 Points)

DNME = Does Not Meet Expectations (0 – 43 Points)

Assessment 7 – Data Chart
In-Basket Simulation

		Spring 2011 n = 8			Spring 2012 n = 14		
		Level of Performance			Level of Performance		
ELCC Standards	Assessment Elements	Exceeds	Meets	Does Not Meet	Exceeds	Meets	Does Not Meet
5.2	Item #1	8 (100%)	-	-	2 (14%)	12 (86%)	-
6.2	Item #2	8 (100%)	-	-	5 (36%)	9 (64%)	-
1.5b	Item #3	8 (100%)	-	-	2 (14%)	12 (86%)	-
2.2b	Item #4	8 (100%)	-	-	9 (64%)	5 (36%)	-
3.1b	Item #5	8 (100%)	-	-	8 (57%)	6 (43%)	-
4.3a	Item #6	8 (100%)	-	-	7 (50%)	7 (50%)	-
3.1b	Item #7	8 (100%)	-	-	5 (36%)	9 (64%)	-
2.1a	Item #8	8 (100%)	-	-	8 (57%)	6 (43%)	-
2.3a	Item #9	6 (75%)	2 (25%)	-	3 (21%)	11 (79%)	-
5.1	Item #10	8 (100%)	-	-	10 (71%)	4 (29%)	-
2.1a	Item #11	8 (100%)	-	-	7 (50%)	6 (43%)	1 (7%)
3.2a	Item #12	7 (87%)	1 (13%)	-	11 (79%)	3 (21%)	-
3.1b	Item #13	8 (100%)	-	-	9 (64%)	4 (29%)	1 (7%)
4.2a	Item #14	8 (100%)	-	-	5 (36%)	9 (64%)	-
3.1a	Item #15	8 (100%)	-	-	8 (57%)	6 (43%)	-
5.1	Item #16	8 (100%)	-	-	11 (79%)	3 (21%)	-
3.1a	Item #17	7 (87%)	1 (13%)	-	4 (29%)	10 (71%)	-
2.2a	Item #18	8 (100%)	-	-	11 (79%)	3 (21%)	-
	Tying	8 (100%)	-	-	14 (100%)	-	-

Delegations	8 (100%)	-	-	14 (100%)	-	-
Use of Tools	4 (50%)	4 (50%)	-	11 (79%)	3 (21%)	-
Dealing with Fabrication	8 (100%)	-	-	14 (100%)	-	-
Item #1		$\bar{X} = 3.00$			$\bar{X} = 2.14$	
Item #2		$\bar{X} = 3.00$			$\bar{X} = 2.36$	
Item #3		$\bar{X} = 3.00$			$\bar{X} = 2.14$	
Item #4		$\bar{X} = 3.00$			$\bar{X} = 2.64$	
Item #5		$\bar{X} = 3.00$			$\bar{X} = 2.57$	
Item #6		$\bar{X} = 3.00$			$\bar{X} = 2.50$	
Item #7		$\bar{X} = 3.00$			$\bar{X} = 2.36$	
Item #8		$\bar{X} = 3.00$			$\bar{X} = 2.57$	
Item #9		$\bar{X} = 2.75$			$\bar{X} = 2.21$	
Item #10		$\bar{X} = 3.00$			$\bar{X} = 2.71$	
Item #11		$\bar{X} = 3.00$			$\bar{X} = 2.43$	
Item #12		$\bar{X} = 2.88$			$\bar{X} = 2.79$	
Item #13		$\bar{X} = 3.00$			$\bar{X} = 2.57$	
Item #14		$\bar{X} = 3.00$			$\bar{X} = 2.36$	
Item #15		$\bar{X} = 3.00$			$\bar{X} = 2.57$	
Item #16		$\bar{X} = 3.00$			$\bar{X} = 2.79$	
Item #17		$\bar{X} = 2.88$			$\bar{X} = 2.29$	
Item #18		$\bar{X} = 3.00$			$\bar{X} = 2.79$	
Tying		$\bar{X} = 3.00$			$\bar{X} = 3.00$	
Delegations		$\bar{X} = 3.00$			$\bar{X} = 3.00$	
Use of Tools		$\bar{X} = 2.50$			$\bar{X} = 2.79$	
Dealing with Fabrication		$\bar{X} = 3.00$			$\bar{X} = 3.00$	

ATTACHMENTS

ATTACHMENT 1

Conceptual Framework

Vision Statement

The Teacher Education Program at Furman University prepares educators who are scholars and leaders.

Mission of the Program

Furman University prepares teachers and administrators to be scholars and leaders who use effective pedagogy, reflect thoughtfully on the practice of teaching, and promote human dignity. Furman is committed to a program of teacher education that calls for collaborative, interdependent efforts throughout the academic community.

The teacher education program is anchored in the university's commitment to the liberal arts—encompassing the humanities, fine arts, mathematics, and social and natural sciences as the essential foundation for developing intellectually competent educators. Furthermore, candidates develop professional content knowledge, pedagogical skills, and dispositions through:

- mastery of subject matter;
- understanding the philosophical, historical, political, and sociological foundations of education;
- understanding human development and its implications for learning;
- understanding social/cultural relationships;
- understanding the interrelationship of curriculum, instruction, and assessment;
- critical inquiry and reflection on teaching and learning;
- opportunities for leadership development;
- opportunities to study and practice effective communication;
- collaboration with peers and others.

Philosophy

Our educational past ... is not to be viewed as completed, or isolated from our educational present. Rather, the varying contexts in which leading educators, philosophers, and ideologists interacted with their environments are viewed as episodes in an ongoing educational experience. (Guttek, 2001, p. 4)

The works of many educators, philosophers, researchers, and practitioners give direction to the program of teacher preparation at Furman University. Inspired by the scholarship of Dewey (1904, 1933, 1938) and the work of Bruner (1960, 1966), Piaget (1954, 1970), Vygotsky (1978), Bronfenbrenner (1972, 1979), and Gardner (2006), among others, we embrace the historical shift in pedagogy from teaching as a mechanical process of delivering information to a concept of more informed practice based on thinking, reflecting, and understanding (Aaronsohn, 2005; Marzano, 2012; Schon, 1987; van Manen, 2003;

Zemelman, Daniels, & Hyde, 2012). We are involved in the efforts to promote an education profession in which practice is grounded in theoretical understanding, research (Boyer, 1990; Duckworth, 2006), and extensive field experiences (Posner, 2009). We endorse the work of those who have promoted the importance of depth of subject matter knowledge in the preparation of teachers (Leung, 2002; Sherin, 2002; Shulman, 1987).

Furthermore, we believe that learning is cultural and social, and that one of the greatest challenges in educating children for the 21st century is the search for a socially-just curriculum that engages all students and brings meaning to their lives (Darling-Hammond, 2010; Gay, 2010; Nieto, 2004; Oakes & Lipton, 2006). We believe that changes in the educational system can be brought about by educators who are caring and thoughtful (Noddings, 1984; Oakes & Lipton, 2006; Posner, 2000; van Manen, 2003); inspire others to participate actively in school improvement (Gurthrie & Schuermann, 2010; Marzano, Waters, & McNulty, 2005); and join their colleagues for purposes of renewing schools and teacher preparation programs (DuFour, DuFour, & Eaker, 2005; Goodlad, Mantle-Bromley, & Goodlad, 2004; Sato, Wei, & Darling-Hammond, 2008).

Further, this philosophy is augmented by additional commitments to technology and diversity in all aspects of education:

Technology

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. (International Society for Technology in Education (ISTE) (2008), p. 1).

In preparing educators as scholars and leaders, Furman's teacher education program acknowledges the crucial role of technology as a means to locate information, transmit knowledge, gain conceptual understanding, and achieve occupational ambitions. Teachers and students must therefore acquire the knowledge, skills, and dispositions that will enable them to solve problems and use technology as a tool for collaborating and communicating. This objective is all the more urgent in light of the explosive growth of digital media, including personal handheld computing devices, notepads, and "cloud" computing.

Following the lead of the International Society for Technology in Education (ISTE) (2008), Furman's teacher education program, in defining technological literacy as a requirement for its candidates, incorporates a broad definition. Thus, we believe that technological literacy involves:

- competence in operating information technologies;
- the ability to use technology in creative and innovative ways;
- the ability to assess and apply a variety of technologies in the classroom based on student needs and learning styles;
- appreciation of technology as a means, rather than an end, in the instructional process;
- competence in using technologies for collaboration and communication;

- understanding of, and sensitivity to, the social, ethical, and economic issues related to technology, including the concept of “digital citizenship.”
- competence in using technology for functional skill development (e.g., eye contact for social skills, functional math, functional reading).

Diversity

Any student who emerges into our culturally diverse society ... with a monocultural perspective on the world can legitimately be considered educationally ill-prepared. (Nieto 2004, p. xv)

Furman’s teacher education program is committed to preparing educators who, as scholars and leaders, understand and appreciate the diverse nature of learners and their cultures. Our society’s concern for addressing diversity can be traced to the common school movement of mid-nineteenth-century America. Horace Bushnell, a leading thinker of the time, expressed the widespread concern that popular prejudices would be reinforced unless students were exposed to diversity: “Never brought close enough to know each other, the children, subject to the great well known principle that whatever is unknown is magnified by the darkness it is under, have all their prejudices and repugnancies magnified a thousand fold” (Bushnell, 1853, p. 184). So, too, did Horace Mann believe that common schools would promote tolerance and democracy: “It is here [in the common school] that the affinities of a common nature should unite [children] together so as to give the advantages of pre-occupancy and a stable possession to fraternal feelings, against the alienating competitions of subsequent life” (Mann, 1837, cited in Cremin, 1957).

The teacher education program at Furman recognizes the continuing role that schools and teachers play in fostering acceptance and celebration of diversity, both individually and collectively. Recent studies suggest that teachers unable to model these dispositions cannot transmit or promote positive attitudes toward diversity among their students; nor can such teachers impart to their students the academic and social skills necessary for understanding, or competing in, a diverse world (Banks, 2007; Darling-Hammond, 2010; Lindsey, Robins & Terrell 2009). In addition to enhancing their instructional repertoire, we believe that exposure to diversity will enable candidates to confront and, if necessary, modify their own attitudes toward different cultures. This not only leads to more effective teaching, but it also promotes the larger cause of inclusiveness (Giroux, 2005; Rasool & Curtis, 2004; Marshall & Oliva, 2010).

Content, Pedagogy, and Dispositions

The Teacher Education Program of Furman University prepares educators who are scholars and leaders, based on the following propositions:

1. ***Educators who are scholars and leaders*** have in-depth knowledge and understanding of the fundamentals and concepts of their discipline. **(CONTENT) They:**
 - a) demonstrate content knowledge through inquiry, synthesis, and critical analysis;
 - b) understand the interrelationship of curriculum, instruction, and assessment to help all students learn;
 - c) know and can implement national/state/district curricula and learning standards;
 - d) are able to meet the standards set by all national/state/ and district content assessments;
 - e) use accurate and current content from multiple sources to make subject matter meaningful to all students.

2. Educators who are scholars and leaders use evidence-based practice for effective teaching and communication. (PEDAGOGY) They:

- a) articulate their own philosophy of education and use it to guide their practice;
- b) demonstrate effective long- and short-range planning using appropriate organization and time management strategies;
- c) establish and maintain high expectations for all students;
- d) use a variety of assessments to inform instruction;
- e) implement differentiated instructional strategies that address multiple learning styles;
- f) demonstrate ethical use of current educational technologies to enhance instruction, assessment, and student performance;
- g) consider school, family, and community contexts, and adjust practice based on students' experiences, interests, and relationships;
- h) analyze individual student, classroom, and school performance data, making data-driven decisions about strategies for teaching and learning;
- i) create, nurture, and maintain a classroom environment that promotes learning;
- j) use effective and appropriate classroom management strategies;
- k) demonstrate respectful and productive communications with diverse families and care-givers;
- l) communicate effectively and professionally in writing, orally, and through various electronic media;
- m) reflect on curricula, the nature of learning and teaching, and their own practice for professional self-renewal;
- n) demonstrate initiative to extend responsibilities beyond the classroom and into the school and community;
- o) engage in collaborative work with colleagues, other professionals, and community members.

3. *Educators who are scholars and leaders are caring and thoughtful individuals who respond sensitively to the needs and experiences of all students and others with whom they interact. (DISPOSITIONS) They:*

- a) are aware of, and sensitive to, community and cultural diversity;
- b) are timely, respectful, and responsible in meeting professional expectations;
- c) acknowledge and accept feedback, responding appropriately to improve practice;
- d) reflect thoughtfully and frequently on their own attitudes and actions;
- e) exemplify passionate commitment to teaching, continuous learning, and professional involvement;
- f) model appropriate professional conduct;
- g) use sound judgment and display confidence in practice;
- h) are advocates for the well being of all students;
- i) treat all students fairly and equitably;
- j) exhibit cooperative and productive work relationships with students and colleagues;
- k) value civil engagement in decision making with students, colleagues, and community members.

(Based on InTASC, 2011; ISTE NETST Standards; NBPTS [date depending on certification area]; and ADEPT, 2006 standards)

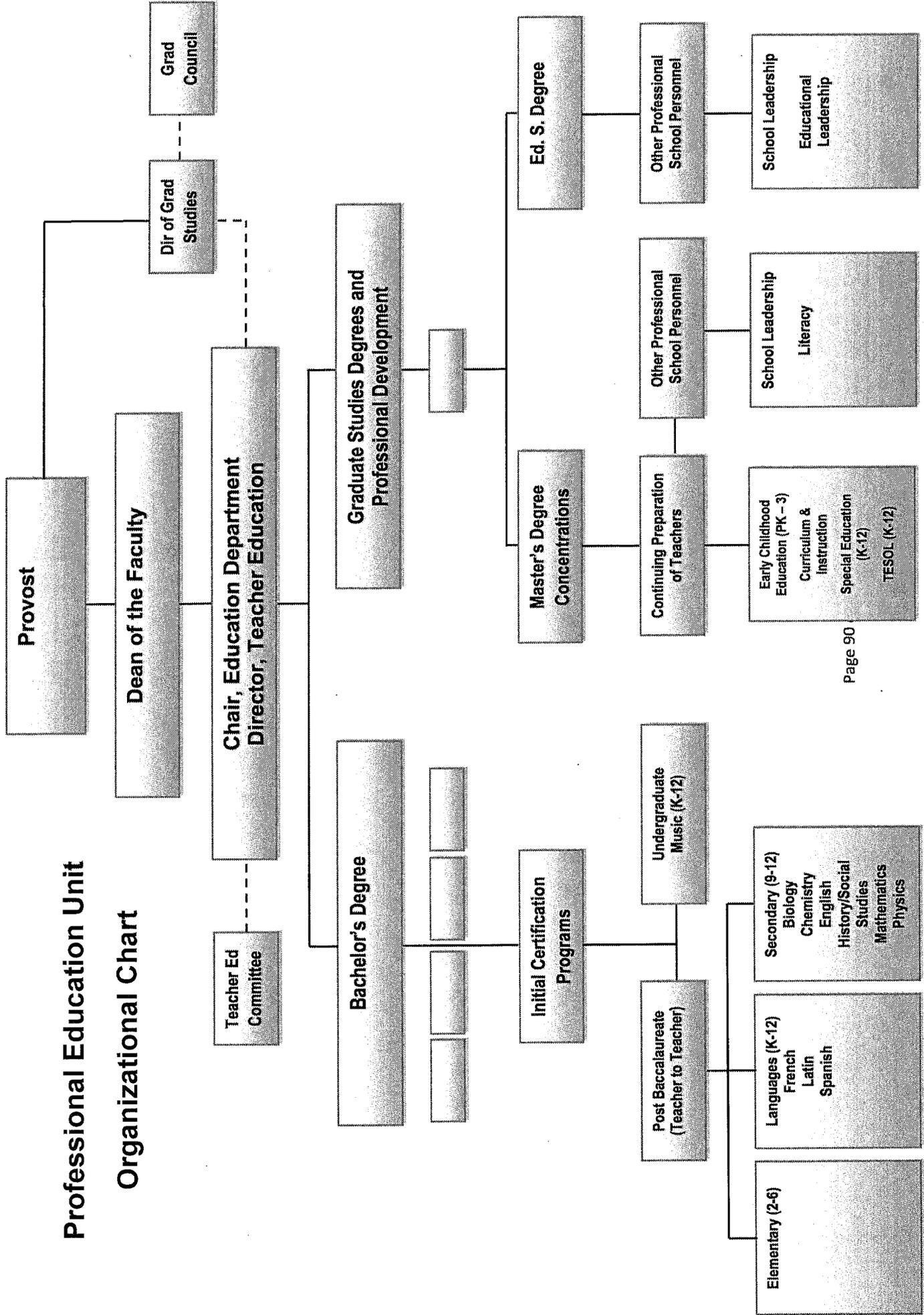
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Professional Education Unit Organizational Chart



ATTACHMENT 3

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ATTACHMENT 4

EEDA Matrices

Furman University
 Graduate Studies in Education
Master of Arts in Education
Concentration in School Leadership
and Ed. S. in School Leadership
EEDA alignment

Table 1: Furman Courses Aligned by EEDA Standard Area:

EEDA	Course	Assessment
Career Guidance: Cluster of Study (PD1-3)	EDSL718	Reading analysis and oral presentation projects based on <i>A Hope in the Unseen</i> by Ron Suskind.
	EDSL727	SWOT analysis.
	EDSL730	Curriculum mapping project.
	EDSL825	Assessment on South Carolina Statutes and their implementation.
	EDSL840	
Character Education (PD4)	EDSL730	Curriculum mapping project.
	EDSL 840	
	EDFD879	Summary/reflection project/presentation.
Contextual Teaching (PD5)	EDSL730	Curriculum mapping project.
	EDSL 840	

Cooperative Learning (PD6)		
	EDSL730	Curriculum mapping project.
	EDSL 840	
Diverse Learning Styles (PD7)		
	EDSL730	Curriculum mapping project.
	EDSL 840	

Furman University

Graduate Studies in Education
Master of Arts in Education
Concentration in School Leadership
and Ed. S. in School Leadership
EEDA alignment

Table 2: EEDA Performance Standards Aligned by Furman Courses

Course	EEDA Standard Area
EDSL 718	<p>PD1: Administrative candidates will explain the career guidance process within the school organization.</p> <p>PD2: Administrative candidates will explain the curriculum framework for the career clusters of study concept and its relevance to the Individual Graduation Plan (IGP).</p> <p>PD3: Administrative candidates will explain strategies that facilitate the implementation of career guidance standards and competencies in school programs as specified in the <i>South Carolina Comprehensive Developmental Guidance and Counseling Program Model</i>.</p>
EDSL 727	<p>PD1: Administrative candidates will explain the career guidance process within the school organization.</p> <p>PD2: Administrative candidates will explain the curriculum framework for the career clusters of study concept and its relevance to the Individual Graduation Plan (IGP).</p> <p>PD3: Administrative candidates will explain strategies that facilitate the implementation of career guidance standards and competencies in school programs as specified in the <i>South Carolina Comprehensive Developmental Guidance and Counseling Program Model</i>.</p>

EDSL 730	<p>PD1: Administrative candidates will explain the career guidance process within the school organization.</p> <p>PD2: Administrative candidates will explain the curriculum framework for the career clusters of study concept and its relevance to the Individual Graduation Plan (IGP).</p> <p>PD3: Administrative candidates will explain strategies that facilitate the implementation of career guidance standards and competencies in school programs as specified in the <i>South Carolina Comprehensive Developmental Guidance and Counseling Program Model</i>.</p> <p>PD4: Administrative candidates will recognize strategies that promote core values in school programs.</p> <p>PD5: Administrative candidates will explain contextual teaching and strategies that facilitate its implementation.</p> <p>PD6: Administrative candidates will explain strategies that encourage and support the incorporation of cooperative learning in the classroom.</p> <p>PD7: Administrative candidates will explain strategies that facilitate the use of instructional methodologies to accommodate the needs of diverse learners.</p>
EDSL 825	<p>PD1: Administrative candidates will explain the career guidance process within the school organization.</p> <p>PD2: Administrative candidates will explain the curriculum framework for the career clusters of study concept and its relevance to the Individual Graduation Plan (IGP).</p> <p>PD3: Administrative candidates will explain strategies that facilitate the implementation of career guidance standards and competencies in school programs as specified in the <i>South Carolina Comprehensive Developmental Guidance and Counseling Program Model</i>.</p>

EDSL 840	<p>PD3: Administrative candidates will explain strategies that facilitate the implementation of career guidance standards and competencies in school programs as specified in the <i>South Carolina Comprehensive Developmental Guidance and Counseling Program Model</i>.</p> <p>PD4: Administrative candidates will recognize strategies that promote core values in school programs.</p> <p>PD5: Administrative candidates will explain contextual teaching and strategies that facilitate its implementation.</p> <p>PD6: Administrative candidates will explain strategies that encourage and support the incorporation of cooperative learning in the classroom.</p> <p>PD7: Administrative candidates will explain strategies that facilitate the use of instructional methodologies to accommodate the needs of diverse learners.</p>
EDFD 879	<p>PD4: Administrative candidates will recognize strategies that promote core values in school programs.</p>