



COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP

**EDUCATION ADMINISTRATION AND SUPERVISION
EDAS SDS**

**ANNUAL ASSESSMENT REPORT
SUBMITTED APRIL, 2012**

**FOR THE REPORTING PERIOD
AUGUST, 2010 – JUNE, 2011
AUGUST, 2011- JUNE, 2012**

**FOR QUESTIONS ABOUT THIS REPORT, PLEASE EMAIL THE
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SECTION I—CONTEXT

1.1 State and Institutional Policies

The mission of the Educational Administration and Supervision Program (EDAS) at the University of Arkansas at Little Rock is to prepare educational leaders for advanced degrees of Master of Education, Education Specialist, and Doctor of Education and/or to provide the courses required for licensure in Arkansas elementary principal, secondary principal, superintendent, or central office administrator. The program strives to: (1) develop the intellect of our candidates; (2) discover and disseminate knowledge; (3) enhance awareness in the scientific, technical, and cultural arena; and instill a desire for lifelong learning. The program also is committed to the development of effective citizenship with particular emphasis on service to the community and promotion of sensitiveness and respect for all persons.

The Educational Specialist degree (EdS) requires 39 hours of required course work beyond the MEd, 6 hours of which is a district level internship consisting of 400 hours. The integrated curriculum design incorporates the College of Education (COE) conceptual framework, the Arkansas Superintendent and Curriculum/Program Administrator Standards for District Leaders (ADES), the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders, Educational Leadership Constituent Council (ELCC) Standards, and the National Council for Accreditation of Teacher Education (NCATE). The foundation for curriculum, instruction, and assessment is based on six professional goals and accompanying objectives. These goals include: (1) vision of learning; (2) curriculum, instruction and supervision; (3) professional and ethical leadership; (4) communication; (5) ethics; and (6) influence. These goals and accompanying learning objectives are found throughout the program of study and woven across the courses a candidate must successfully complete. These goals provide the common base knowledge as defined by the learning societies of this profession.

Graduate candidates seeking district leadership licensure apply to the UALR Graduate School and stipulate a degree and major in the Educational Supervision and Administration (EDAS) program in the Department of Educational Leadership. Candidates complete a program of study and follow the Education Specialist degree (EdS) sequence that is also governed by state and institutional policies, guidelines, and procedures.

1.2 EDAS Field and Clinical Experiences

Internship experiences and program standards in the Educational Specialist program are designed to meet the standards set forth by ADE, COE CF, NCATE, NPBEA, and ELCC. The district level licensure program includes a 32-week part-time mentored internship experience. Internship is six credit hours of EDAS 8380 and requires a minimum of 400 hours of guided field activity under the guidance of a licensed and experienced field mentor. The internship centers on the preparation of effective district leaders and requires two semesters of clinical practice. The internship requirements are outlined in the District Administration & Supervision Internship Handbook developed by the Department of Educational Leadership, College of Education of UALR.

Assessment Program Report 2010-2012

Interns must study and complete requirements as outlined in the course syllabus, submit the Survey of Educational Leadership Proficiency (SELP), develop a plan of experiences and supervisory documentation in cooperation with the Site Supervisor and the UALR supervisor, submit an internship log documenting activities approved by the Site and UALR supervisors, and compile a Professional Performance Portfolio for formative assessment at the Midpoint Review and summative assessment consisting of a professional presentation and submission for Final Review at program completion.

The Site Supervisor provides appropriate administrative certification and licensure, signs and returns Internship Agreement and Site Supervisor Data forms, attends orientation and staff development sessions at UALR, develops an appropriate individual plan of clinical experiences with the Intern and the UALR Supervisor, introduces the Intern to faculty and staff of the district and central office at a faculty meeting or other appropriate occasion and facilitates the cooperation of faculty/staff with the candidate, observes the Intern and provides clinical guidance concerning performance during the field experience, and evaluates the Intern during and at the culmination of the internship experience completing the Supervisory Documentation, the Three-Way Survey of Educational Leadership Proficiency, and the Internship Evaluation Report.

The UALR Supervisor provides orientation and staff development sessions for Site Supervisors, participates in the development of the internship proposal to ensure an appropriate clinical experience with the Site Supervisor and the UALR Intern, communicates with the Site Supervisor and the Intern at the assigned field site during the semester and assists in solving problems that may arise, reviews the Site Supervisor's evaluation of the Intern, and evaluates the intern's professional and academic performance reviewing the portfolio, journal, and internship experiences.

The Educational Specialist program provides orientation sessions and site visits to support an exemplary and authentic clinical experience. This experience aligns with ELCC Standard 7.0 as cited above and requires substantial support for UALR Interns and Site Supervisors. The Leadership Program assures the integrity of the graduate program and endorses the NPBEA (2001) definition:

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit (p. 16).

UALR interns receive an orientation seminar during the first term at the beginning of EDAS 8380: Administrative Internship. The agenda includes an overview of the internship responsibilities and expectations, EDAS 8380: Administrative Internship syllabus and course requirements, and the Arkansas Licensure examination (School Superintendents Assessment, SSA). Site Supervisors attend an orientation in the summer of the candidates' first term to become aware of the EDAS Program's requirements. These individuals receive a seminar designed to address the following agenda items: (1) responsibilities, roles, and expectations of

the UALR Intern, Site Supervisor, and UALR Supervisor, (2) internship agreement and evaluation requirements review, and (3) participant questions and suggestions concerning the internship.

The EDAS 8380 syllabus provides an overview of the field experience. The documentation articulates the purpose, objectives, texts, and references each candidate must comprehend to succeed in the clinical setting. The Handbook appendices provide detailed documentation to assist the Intern; however, questions may arise and situational factors may indicate a need for the development of an alternative exercise. Therefore, it is incumbent upon the UALR Intern to monitor individual progress with the Site and UALR supervisors closely.

The UALR Intern conducts each activity and keeps documentation to support the performance using video recordings as appropriate. S/he views the video and writes a journal reflection that describes the setting (place, time, participants, and so on), communicates the situation or activity fully, indicates the ELLC standard met for the activity, and provides a self-evaluation delineating what would be done differently given the opportunity. These reflections focus on the knowledge, skills, and dispositions each UALR Intern must address describing in narrative form how the activity demonstrates attainment of the specified ELCC standard. Additionally, the UALR Intern provides written authentication for the activity. For example, the Site Supervisor signs the internship log attesting to the performance and level of proficiency demonstrated by the UALR Intern for the activity.

Proficiency evaluations require systematic data collection and evaluation; thus, all candidates receive guidelines for every aspect of the clinical experience. The candidate obtains counsel from both the Site Supervisor and UALR Supervisor routinely. These professional educators conduct a minimum of one formal assessment of candidate performance for each 100 hours of the clinical experience. Two of these formal assessments are a three-way conference that assess performance and support the professional growth of the UALR Intern in a collaborative format at Program Midpoint (a minimum of 200 hours of documented) and Program Completion (minimum of 400 documented hours) using the “Three-way Evaluation Checklist” as a focus of the conference and provides evidence of success.

The UALR Intern receives an assigned score based on the criteria cited in the evaluation documentation. Dates, scores, and narrative descriptions recorded on the “Documentation of Supervisory Assessment” provide evidence of candidate proficiency. The Leadership Growth Presentation documents the intern’s synthesis of the knowledge, skills, dispositions, and performances obtained throughout the program, informing a personal philosophy of leadership, and assessing potential to meet career goals. Additionally, the Internship Evaluation includes the scores of the portfolio evaluation, the consensus of the three-way conference, and successful completion of the benchmarks.

1.3 Admission, Retention, and Exit Criteria

Individuals seeking **ADMISSION** to the Educational Specialist program must have the following: a master’s degree in a related field from a regionally accredited institution; cumulative grade point average of at least 3.3 (4.0 scale) in the program of study and competitive GRE scores; an autobiographical data form; recommendation of the program

Assessment Program Report 2010-2012

advisor; three letters of reference; valid Arkansas teaching license, and four years teaching in the content area

Program faculty use a rubric to rate each applicant's qualifications based on the materials presented in the application folder. The autobiographical sketch allows the applicant to focus upon his/her desire to pursue a career in educational administration. The GPA and transcript offer insight into the potential success of the candidate. The Degree Plan/Program of Study for the Educational Specialist degree includes 39 semester hours that constitute the standards associated with that body of knowledge and the application of appropriate skills and dispositions to be a successful superintendent or central office administrator:

RETENTION of candidates is monitored throughout the program of study. Candidates must maintain a 3.0 GPA throughout the program, and satisfactory internship/portfolio progress. Faculty advisors monitor the progress of candidates for the Educational Specialist degree. If a candidate receives a grade of "C" in a course, it raises a "red flag," and if the candidate receives a second "C," a mandatory conference is scheduled with his or her faculty advisor to establish criteria for continuation in the program.

EXIT FROM THE PROGRAM requires a comprehensive examination as the capstone activity for program completion for the EdS degree. The comprehensive examination evaluates the candidate's ability to integrate knowledge of educational administration, display critical and independent thinking, and research skills, and demonstrates mastery of the field. The results of the examination provide evidence of independent thinking, appropriate organization, high-level writing competency, critical analysis, and accuracy of documentation. Two other culminating events for the candidate is the Specialist Degree Portfolio presentation to program faculty and district administrator and the SSA assessment.

1.4 Relationship of the Program to the Unit's Conceptual Framework.

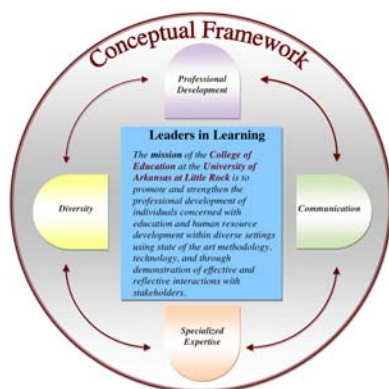
The Educational Administration and Supervision program will prepare an effective district or central office administrator who: promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the district and community, acts with integrity, fairness, and ethics, employs good oral and written communication skills, demonstrates the ability to use technology, telecommunications and information systems to enrich curriculum and instruction, employs knowledge of financial management, exhibits proficiency in problem solving, strategic planning, change process and personnel administration, and utilizes current research in curriculum and strategic district improvement efforts to provide relevant staff development.

The goal is to prepare educational leaders of diverse backgrounds. Each educational leader requires knowledge, skills, values, and commitment appropriate for administrative leadership, policy, instructional, and research roles in a pluralistic, interdependent, and global society. Graduates should be competent in the field of educational administration, both in understanding of theoretical concepts and in relating them to practice in administrative activities.

Assessment Program Report 2010-2012

The College of Education's Conceptual Framework provides the underlying principles for the Education Specialist degree. The vision of the COE is Leaders in Learning. This framework establishes the shared vision for efforts in preparing educators to work effectively in P-12 districts and emphasizes a commitment to a strong academic program, the enhancement of knowledge and skills, and development of professional values. In doing so, it provides direction for program, courses, teaching, candidate performance, scholarship, service, and unit accountability. In this regard, the educational specialist program in educational administration and supervision is designed to develop the skills, dispositions, and knowledge necessary to perform effectively as an educational leader, academic scholar, or researcher.

The conceptual framework of the College of Education includes a strong commitment to diversity. Candidates are encouraged to act as agents of change in their district's schools and challenged to build on the social and cultural backgrounds of their students. They are encouraged to value race, class, gender, exceptionality, language and other cultural



characteristics of all stakeholders. Diversity is stressed in EDAS 8301 Group Dynamics and Behavior in Learning Organizations; EDAS 8308 Central Office and Special Programs Administration; EDAS 8313 School and Community Relations; and EDAS 8314 Contemporary Issues in Ed Administration.

Specialized Expertise recognizes the expectation that graduates of the Educational Specialist program will have the necessary knowledge, skills, and dispositions to be effective educational leaders, scholars, or researchers. The EdS program is grounded in knowledge, skills, and dispositions related to successfully: (1)

facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the community; (2) advocate, nurture, and sustain a district culture and instructional program conducive to student learning and staff professional growth; (3) promote the success of all students by ensuring efficient, effective, learning environment; (4) collaborate with families and community members, respond to diverse community interest and needs, and mobilize community resources; (5) promote the success of all students by acting with integrity, fairness, and in an ethical manner, and (6) promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Professional Development includes the expectation that graduates will acquire skills in continually advancing their knowledge to improve practice. This dimension requires our graduates continually advance their skills, knowledge, and dispositions and improve the practice. Embedded in this theme is the intent that professionals in the field of educational leadership should acquire skills in reflective, thoughtful problem analysis and participate as members of community learners. The enhancement of skills needed for ongoing professional development is crucial for practitioners of educational leadership to meet the educational needs of diverse populations of students in rural, urban, suburban, and diverse geographic or demographic districts.

Assessment Program Report 2010-2012

Communication dimension acknowledges the expectation that graduates will be able to communicate effectively in a variety of ways with diverse populations, including students, parents, and other professionals. The diversity in rural, urban, and suburban districts and communities requires that the communication be a focus of a successful educational leadership program. Ethnic and cultural communication style differences, face-to-face and electronic interactions require sophisticated communication skills. This communication is further enhanced through the program web site that provides information and date for program applicants, candidates, faculty, and other interested parties.

These four major dimensions of College conceptual framework are addressed by the curriculum of the EdS Program. The curriculum is related to the standards of the Arkansas Department of Education, Educational Leadership Consortium Council, Interstate School Leader Licensure Consortium, and National Council of Accreditation for Teacher Education. Curriculum maps are used to illustrate the linkages of curriculum to these state and national standards. The curriculum of the EdS program is based on defensible theory, philosophy, and/or research. This conceptual Framework for the educational leadership program is common, overarching structure that allows for some candidate programmatic individuality.

The following table identifies how each course contributes to each of the unit's conceptual framework theme/outcome. The identifiers across the table indicate the specific theme/outcome and the identifiers of the course modules in the left column are listed by hegis number. An upper case "M" indicates a major emphasis and a lower case "m" indicates a minor emphasis for each course listed.

Assessment Program Report 2010-2012

Course Modules	Leaders in Learning	Specialized Expertise	Communicators	Committed to Diversity
EDAS 8300	m	M	M	M
EDAS 8301	M	m	M	M
EDAS 8303	m	M	M	M
EDAS 8305	m	M	M	M
EDAS 8308	M	M	m	M
EDAS 8311	M	M	m	M
EDAS 8312	m	M	m	M
EDAS 8313	m	m	M	M
EDAS 8314	m	m	m	M
EDAS 8316	m	M	M	M
EDAS 8380	M	M	M	M

1.5 Relationship of the Program's Assessments to the Unit's Assessment System.

The EdS program has seven assessments used to evaluate candidate understanding, application, and mastery of ADE, ELCC, and NCATE standards. The following table illustrates how each program assessment relates to the unit assessments and administration points.

Relationships of the Program and Unit Assessments

Assessment Number	Assessment Descriptor	Program Assessment	Unit Assessment	Administration Point(s)
1	School Superintendent's Assessment (SSA)	X	X	Last Semester of Program
2	District Leadership Comprehensive Examination	X		EDAS 8316 Collective Negotiations – Completion of Program
3	Administration and Assessment of Curriculum Audit	X		EDAS 8308 Central Office Programs Administration—Fall Semester
4	Portfolio/Leadership Growth Presentation	X	X	EDAS 8380 Internship – Final Semester of Program
5	Employer Satisfaction Survey – Graduate Survey	X	X	1 Year after Program Completion
6	Management of Support/Auxiliary Services Analysis	X		EDAS 8312 School Business Management and Facilities Planning – Spring Semester
7	District Personnel Policy and Regulations Simulation	X		EDAS 8305 School Personnel Administration – Fall Semester

FOR FURTHER INFORMATION:

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Assessment Program Report 2010-2012



ADVANCEMENT TO CANDIDACY
University of Arkansas at Little Rock
Graduate School
Educational Administration and Supervision Program
Education Specialist (EdS)

Candidate Name: _____ ID No. _____

Address/Zip _____

Telephone (H) _____ (O) _____ Date Admitted _____

Requirements for the degree include a minimum of 39 hours and a Master's Degree. Twelve (12) semester hours of post-master's degree education administration courses may be transferred to the 39-hour EdS degree program. The culminating experience will be the Specialist Degree Portfolio presentation to program faculty. The University reserves the right to modify policies and programs of study by supplying candidates written notice of change.

MEd (or equivalent): Institution/Major _____ Date Awarded: _____

In space to left of course number enter number of credit hours for any courses not yet completed and which is to be a component of the candidate's program of study. Enter a grade to show for courses already completed. Enter a W for a requirement, which is waived, and the candidate must take an approved elective or a T for transfer credit (in which case a Transfer of Credit Request should accompany this form).

Co-requisite Exceptional Child course, SPED 7301, The Exceptional Learner or Equivalent: _____

Institution _____ Date: _____

Core Courses

- EDAS 8300, EdS Sem & Scholarly Writing
EDAS 8301, Group Dyn & Beh in Lng Org
EDAS 8303, Adv Sem in Sch Law & Ethics
EDAS 8305, School Personnel Admin
EDAS 8308, Cen Off/Spec Prog Admin
EDAS 8311, Superintendency
EDAS 8312, Sch Bus Mgt/Fac Plan
EDAS 8313, Sch & Comm Relations
EDAS 8314, Cont Issues in Ed Admin
EDAS 8317, Politics & Policy Analysis

Research

- EDFN 7373, Qualitative Research Methods
EDFN 8305, Intermediate Statistics
EDFN 8306, Advanced Educational Research

Internship

- EDAS 8380, Internship in Cent Office
EDAS 8380, Internship in Cent Office

Other Approved Electives (9 hours maximum)

Blank lines for entering elective course information.

Candidate _____ Date _____

Advisor _____ Date _____

EDAS Program Coordinator _____ Date _____

Department Chairperson _____ Date _____

COE Graduate Coordinator _____ Date _____

Assessment Program Report 2010-2012

SECTION II— LIST OF ASSESSMENTS

	Name of Assessment¹	Type or Form of Assessment²	When the Assessment Is Administered³
1	School Superintendent’s Assessment (SSA)	CONTENT KNOWLEDGE: SSA Licensure Exam	Last Semester of Program
2	District Leadership Comprehensive Examination	CONTENT KNOWLEDGE: Comprehensive Examination	Completion of Program
3	Administration and Assessment of Curriculum Audit	PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS Audit	EDAS 8308 Central Office Programs Administration—Fall Semester
4	Portfolio/Leadership Growth Presentation	PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Self-Evaluation and Presentation	EDAS 8380 Administrative Internship-Final Semester of Program
5	Employer Satisfaction Survey – Graduate Survey	EFFECTS ON STUDENT LEARNING: District-level Employer Satisfaction Survey and Graduate Survey	One year after program completion
6	Management of Support/Auxiliary Services Analysis	CONTENT KNOWLEDGE: Research Project	Spring Semester EDAS 8312 School Business Management and Facilities Planning
7	District Personnel Policy and Regulations	PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Simulation	Fall Semester EDAS 8305 School Personnel Administration

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

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

³ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

Assessment Program Report 2010-2012

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

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

Assessment Program Report 2010-2012

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

Assessment Program Report 2010-2012

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

Assessment Program Report 2010-2012

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

7.3 Candidates apply skills and knowledge articulated in the first six ELCC standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs.

#1 #2 #3 #4
#5 #6 #7 #8

SECTION IV—EVIDENCE FOR MEETING STANDARDS

Assessment #1: CONTENT KNOWLEDGE: State Licensure Exam – School Superintendent Assessment (SSA) Examination

1. Description and Use in Program:

All candidates must take the School Superintendent Assessment (SSA) as they are seeking the District Superintendent licensure and/or school district director or supervisor. The exam is taken during or immediately following the last semester of the candidate's program of study. A candidate must attain at least a score of 153 to apply for the Arkansas Superintendent License. The purpose of licensure is to protect the health, safety, and welfare of the public.

Sample Exercise from the School Superintendent Assessment

Currently, there are two elementary schools in the district. A New K–5 elementary school is opening in the fall. It will be necessary to determine which students will attend each of the three schools, requiring the formation of new boundary lines. Identify and describe at least three critical factors that the superintendent should include in a recommendation to the board of education about the new boundary lines. —Copyright 2000 ETS.

Leadership candidates seeking licensure in Arkansas must obtain a minimum score of 158 on the *School Superintendent Assessment (SSA)*. The Arkansas Department of Education (ADE) sets the minimum SSA scores. This standardized assessment specifically aligns with the standards and is cited on the Administrator Licensure Completion Program website, <http://arkansased.org/admin/alcp.html>. The licensure assessment is based on a 'job analysis' which supports the validity of the licensure test by linking the content of the test directly to the job performance. The license is granted to an individual signifying that the person has the knowledge and skills required to carry out important occupational responsibilities competently. The School Superintendent Assessment Licensure Assessment is a three-hour assessment.

2. Alignment with ELCC Standards:

All ELCC standards are tested by the School Superintendent Assessment (SSA) test except Standard 7, which addresses the internship. The School Leaders Licensure Assessment is a six- hour assessment. The assessment is organized into three modules. Each module comprises a one-hour session. In each form of the test, the six ISLLC Standards are reflected throughout these three (3) modules. All of the questions require the candidate to construct a written response. There are no multiple-choice questions on the SSA.

3. Summary of Findings:

The department's program completers in the District Leadership program have consistently passed the SSA examination with a 100% pass rate. In the 2010-2011 year, five (5) persons from the program were licensed in the State of Arkansas for 2011. Data were collected for 11 EdS candidates. Of these candidates, data indicate the majority of all candidates performed at or above the

Assessment Program Report 2010-2012

targeted performance. These data indicate that on average candidates performed exceptionally well. Three (3) candidates at the district level for 2012 were granted licensure. Licensure was granted for three EdS and two curriculum program administration. The candidates scored at or above the state cut-score on the SSA examination. Given the 100% pass rate, faculty concluded that all candidates met the ELCC content knowledge for standards.

4. Interpretations of how data provides evidence ELCC standards have been met:

The Education Leadership faculty reviews the SSA information annually to review program components, and determine future modifications, as needed. The SSA examination is aligned with ISLLC Standards therefore the UALR program in district level leadership is effective as assessed according to the ISLLC Standards. In addition, the fact that the Department's completers have a 100 percent pass rate is an indication that Department faculty members are doing an excellent job in imparting both ELCC standards and Arkansas District Superintendent standards on the School Superintendent Assessment examination. The data concerning the performance of UALR EDAS candidates were provided in the Institutional Report. Given the 100 percent pass rate, faculty concluded that all candidates met the ELCC content knowledge for standards 1.1, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, and 6.1.

Assessment Program Report 2010-2012

Assessment #2 – CONTENT KNOWLEDGE: School Superintendent Assessment

1. Description and Use in Program:

The Educational Specialist program comprehensive examinations are based on a three-fold framework: (1) A thorough analysis of what is known about effective educational leadership at the district levels (2) a comprehensive examination of the best thinking about the types of leadership that will be required for tomorrow's schools (3) a synthesis of the thoughtful work on administrator standards developed by various national organizations, professional associations, and reform commissions. The purpose of the comprehensive examinations is to encourage candidates who are nearing graduation to engage in a systematic review of their coursework and become more familiar with the professional resources relevant to the field of educational administration. The exam also provides faculty with one form of evidence to make determinations regarding candidates' readiness for graduation.

The composition of the educational specialist comprehensive exams generally presents a case study or scenario typically encountered by principals and superintendents. Using the information in the document, the candidate responds to the questions raised at the end of the document. The questions draw upon knowledge representing the entirety of the educational specialist program of study. While some of the questions focus more specifically on one or two courses completed during the program, the scope of the entire exam generally spans much of the educational specialist coursework.

Four-point rubrics are used to score each question, with a "1" being the lowest score, and a "4" being the highest score. An overall average of 2.0 with no scores of "1" is required to pass the exam. Candidates earning an overall passing average, but receiving a "2" or less on one or more questions, are permitted to retake those questions. Those earning less than a 2.0 average overall must either retake the entire exam. Faculty members score questions.

2. Alignment with ELCC Standards:

All ELCC standards are tested by the Educational Specialist program comprehensive examination except Standard 7, which addresses the internship. The Comprehensive Examination is a two-hour assessment. The assessment is organized into two (2) one-hour sections. In each form of the test, the six ISLLC Standards are reflected throughout. All of the questions require the candidate to construct a written response. There are no multiple-choice questions on the SSA.

3. Summary of Findings:

The UALR specialist's program faculty instituted the comprehensive exam process to commence in the Fall 2008 semester. There were no candidates to graduate during the period 2010-11. Therefore is no data for comprehensive exams for this academic year.

4. Interpretations of how data provides evidence ELCC standards have been met:

The Education Leadership faculty will review the comps scores and rubric sensitivity to modify the artifacts. The examination is aligned with ISLLC Standards therefore the UALR program in district level leadership is assessing the knowledge, skills, dispositions, and performances as delineated in the ELCC Standards.

Assessment Program Report 2010-2012

Assessment #3: PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Curriculum Audit

1. Description and Use in Program:

The purpose of conducting this audit is to create knowledge of school district operations and develop skills of data gathering, organization, and communication. This assessment requires candidates to conduct a Curriculum Audit in a select Arkansas School District. Through the curriculum audit, candidates will evaluate the process and outcome of creating change via curriculum in the district level. Curriculum audit should be organized around five standards/criteria. These standards and main data gathering activities of a curriculum auditor are discussed in detail in the guide prepared for this assessment.

Candidates will work in teams to review documents, conduct interviews, make site visits, and write the curriculum audit report. The report should include findings and recommendations for each of the five standards. Each member of the team will complete Dispositions assessment for group members and for the audit team. All written submissions should be typewritten, double-spaced, and should follow the latest version of APA style. The report of this assignment must be posted on Chalk and Wire (Table of Contents 1.3). Candidates were required to complete an assessment procedure on Chalk and Wire environment by using (a) EDAS Curriculum Audit Rubric (#355) for the 2010-2011 year and (b) the Analysis & Summary of Curriculum Audit/Scholastic Audit rubric (#904) for 2010-2011 and 2011-2012 academic years.

2. Alignment with ELCC Standards:

The topics addressed in this assessment are concurrent with the program objectives, which are aligned with ADE, ISLLC, and ELCC standards. While the candidate's overall performance on this project is used for course grading purposes, the project provides an assessment of each candidate's performance relative to specific ELCC standards.

The first and second ELCC standards were the main target of this assessment. Thus, the assessment measures the performance of candidates in (a) promoting the success of all students by facilitating the development, articulation, implementation, and stewardship of a school district vision of learning supported by the school community and (b) promoting the success of all students by providing an effective instructional program, applying best practice to student learning. The sub-standards addressed in this assignment are 1.2, 1.3, 2.2, and 2.3. Concerted efforts were made to address a single sub-standard per criterion for measurement purposes. However, there may be cases where a single criterion might address more than one sub-standard because of the interconnected nature of activities required by each criterion.

3. Summary of Findings:

The program faculty continuously has been improving the program and diligently checking the alignment of assessment with ADE, ELCC, and ISLLC standards. As a result, the rubric for assessment was revised and finalized in 2008-2009 school year. The final rubric has five-point scale with five renamed criteria. The standards addressed by each criterion stayed intact in the final version.

Assessment Program Report 2010-2012

Eleven candidates completed the assessment in 2010-2011 academic year. All candidates presented either proficient (66.3%) or satisfactory (36.4%) in meeting the sub-standards 1.2, 1.3, 2.2, and 2.3 for the 2010-2011 year. The passing rate was 100 percent in these years. The overall mean score for the group was 3.9 on a five-point scale with a standard deviation of 0.2. five candidates completed the assessment in 2011-2012 academic year. All candidates presented (100%) proficient in meeting the sub-standards 1.2, 1.3, 2.2, and 2.3 for the 2011-2012 year. The overall mean score for the group was 4.0 on a four point scale with a standard deviation of 0.0.

4. Interpretations of how data provides evidence ELCC standards have been met:

This assessment addressed the first and second ELCC standards their four sub-standards specifically, 1.2, 1.3, 2.2, and 2.3. The high overall mean scores and the high criterion scores in the 2010-2011 and 2011-2012 academic years demonstrate candidates' strong performance relative to specific ELCC standard measured by this assessment. The overall mean scores were 3.9 on a four-point scale. The high overall mean scores and the high criterion scores in the 2011-2012 academic year demonstrate candidates' strong performance relative to specific ELCC standard measured by this assessment. The overall mean scores were 4.0 on a four-point scale. In other words, through this assessment, the program candidates presented high performance in (a) promoting the success of all students by facilitating the development, articulation, implementation, and stewardship of a school district vision of learning supported by the school community and (b) promoting the success of all students by providing an effective instructional program, applying best practice to student learning.

Data will continue to be gathered and maintained on this assessment to assure a more representative picture of candidate performance and evidence of meeting ELCC standards. These data will be used for program improvement.

Assessment Program Report 2010-2012

Assessment #4 – PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Administrative Internship Portfolio and Presentation

1. Description and Use in Program:

Candidates demonstrate professional growth by developing a portfolio highlighting pedagogical, content, and technological understanding. Candidates are required to include activities that demonstrate competence and proficiency in all areas. There is a mid-program and final checkpoint of candidate progress. The mid-way assessment is a component of the EDAS 8312 School Business Management & Facilities Planning course and is evaluated each spring semester.

As a culminating assignment, candidates are required to present a portfolio, prepare a 20-minute PowerPoint presentation with five slides, present a leadership seminar to demonstrate growth, as well as a self-reflection and self-evaluation. The Leadership Growth Presentation is designed to assist the educational leader in synthesizing the knowledge gained throughout the EdS EDAS Program and in forming a personal philosophy of leadership affecting career goals. The presentation is drawn from key issues of educational leadership presented in coursework, personal reflections upon experiences in educational settings, and current research in education.

The purpose of this task is for candidates to demonstrate mastery of the knowledge, skills, and dispositions for P-12 leadership. Candidates are required to demonstrate an in-depth understanding of leadership concepts. Candidates also must utilize a variety of instructional strategies to integrate technology and pedagogical approaches that effectively support the presentation. Candidates are expected to present the seminar and collect audience assessment data to evaluate their overall impact. All leadership objectives must be clearly linked to ADE and ELCC standards and the self-evaluation must provide evidence gained from audience feedback and candidates self-assessment.

2. Alignment with ELCC Standards:

As a standards-based component of the Educational Administration and Supervision Program, the internship meets the requirements stipulated for Standard 3 outlined in the program standards of the National Council for Accreditation of Teacher Education (NCATE) and Standard 7 developed by the National Policy Board for Educational Administration (NPBEA) for the Educational Leadership Constituent Council (ELCC). First, the internship provides significant opportunities in the workplace to synthesize and apply the knowledge while practicing and developing leadership skills, identified in the EDAS Program. Secondly, substantial district experiences increase in complexity and magnitude over two semesters of field experience planned cooperatively and supervised by district and UALR personnel. Thirdly, UALR Interns establish relationships with district leaders and clinical professors who guide them through the leadership preparation program with appropriate experiences. Finally, intern experiences include direct interaction and involvement with central office personnel, building administrators, students, staff, parents, and community organizations.

Each activity throughout the internship requires candidates to address, assess, and reflect on the nature of leadership in the district. A standardized Department of

Assessment Program Report 2010-2012

Leadership rubric (Attachment 4.4.2) is used to evaluate candidates' pedagogical knowledge and skills. The rubric also assesses students' integration of ADE and ELCC standards (1.2, 1.4, 1.5, 2.1, 2.2, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, and 7.3) and understanding of leadership concepts and pedagogy. These data require candidates to demonstrate candidate effectiveness and proficiency in addition to professional and pedagogical growth for continuation in the program.

3. Analysis of Findings:

A summary of the data reveals candidates are meeting standards addressed by this assessment. The passing rate was 100% for 2010-2011 and 2012 academic years. The overall mean of the candidate performance for these two years was 3.9 on a four-point scale. The standard deviation for these years was significantly low indicating both the group and individual candidates performed consistently high.

Assessment Program Report 2010-2012

4. Interpretations of Data Providing Evidence of ELCC Standards:

Data reported for Assessment 4 focused on candidate performance on each of the ADE and ELCC standards. Candidates were assessed on their preparation of a professional portfolio and presentation of leadership growth. Candidates were evaluated using a performance range of 1-4. The performance levels were defined as follows: 4 Proficient (A); 3 Satisfactory, (B); 2, Basic (C); 1, Inadequate (D); less than 2 points resulted in a failing grade. The target level of performance is 3 for the midpoint and 3.5 at the culmination of their program.

Data were collected for 11 EdS candidates. Of these candidates, data indicate the majority of all candidates performed at or above the targeted performance. These data indicate that on average candidates performed exceptionally well. Data was collected for 5 EdS candidates for the 2011-2012 year. Of these candidates, data indicate the majority of all candidates performed at or above the targeted performance. These data indicate that on average candidates performed exceptionally well

Assessment #5 – EFFECTS ON STUDENT LEARNING: Graduate Evaluation of Program, Employer Evaluation of Graduate Performance

1. Description and Use in Program:

To assess effects on student learning of P-12 EDAS graduates specifically, an Employer Satisfaction Survey was developed and piloted during the fall 2005 semester using a focus group of current district superintendents and principals. A similar instrument for candidate self-evaluation was piloted in the core EDAS 7380 Administrative Internship. The fifth assessment evaluates graduate content and professional knowledge, skills, and dispositions by analyzing graduate leadership performance in central office and district administrative positions. Collaborative decision-making and communication skills are evaluated in conjunction with content, professional, and pedagogical knowledge, skills, and dispositions for district leadership. An understanding of the effects of instructional leadership on student achievement is assessed through the rubric and written responses as well.

The EDAS Program uses an employer survey assessment rubric grounded in both the UALR College of Education conceptual framework as well as ADE and ELCC standards (Attachment 4.5.1). This rubric uses a Likert scale of 1-4 to evaluate a graduate's leadership competency in six of the ELCC standards. The range is from level 1, strongly disagree, to level 4, strongly agree. The target is level 3.5. A qualitative section follows the standardized rubric to assess candidate understanding and application of all CF, ADE, ELCC, and NCATE standards as well as gleaning formative evaluation of the program.

A Graduate Self-Evaluation (Attachment 4.5.2) designed and piloted to ascertain the graduates belief in their acquired knowledge, skills, and dispositions equipping them for professional success follows the same format. This instrument allows comparisons to be made concerning program effectiveness.

A conference is held to provide feedback to the employers, graduates, and university as part of professional development and to enhance the Program. A similar rubric is used at the program orientation to allow candidates an opportunity to understand and self-evaluate their growth throughout the program.

An instrument to provide initial feedback for our entering candidates has been designed for use in May 2008 (Attachment 4.5.3). Designed in conjunction with our previously standardized instrument, this measure will allow the Leadership Program to evaluate Initial and Formative data regarding matriculated candidates and to support the individual growth of the candidate.

2. Alignment with ELCC Standards:

All ELCC standards addressed in the Surveys.

Assessment Program Report 2010-2012

3. Analysis of Findings:

There is no qualitative and quantitative data for graduation in K-12 leadership during the period 2010-2011.

4. Interpretations of Data Providing Evidence of ELCC Standards:

Not applicable.

**Assessment #6 – CONTENT KNOWLEDGE:
Management of Support/Auxiliary Service Analysis**

1. Description of Assessment:

The purpose of this assignment is to gain knowledge, skills, and dispositions for the effective management of support services at district level. In addition to other data gathering methods, the candidate visits a site and interviews with the district level administrator about the management and delivery of a selected support (auxiliary) service. The assignment requires the exposure of candidates to the field level real life management and delivery practices of selected support services. Preferred support services include transportation, food services, and security services. Other auxiliary services may be the community use of school facilities, sale of specialized services, and sale of excess property and materials.

Through the successful completion of the assignment, candidates will achieve the following specific objectives:

1. Demonstrate the ability use research-based knowledge of management district level management to optimize learning for all students
2. Demonstrate effective organization of fiscal, human, and material resources by giving priority to student learning and safety
3. Demonstrate a thorough understanding of district budgeting and effective resource allocation process
4. Demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability
5. Use effective needs assessment, research-based data, and group process skills to build consensus in order to align resources with district vision
6. Develops effective strategies, long-range, and operational planning in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on enhancement of teaching and learning
7. Creatively seek new resources to facilitate learning
8. Demonstrate the ability to inform the decision-making by collecting and organizing formal and informal information from multiple stakeholders
9. Demonstrate the ability to advocate for students with special and exceptional needs
10. Demonstrate an understanding of and ability to use community resources effectively to encourage communities to provide new resources to address emerging student problems
11. Demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
12. Demonstrate the ability of sensitivity to student diversity
13. Make and explain decisions based upon ethical and legal principles
14. Demonstrate the ability to work with political leaders at the local, state, and federal level affect school districts and residents
15. Espouse positions in response to the proposed policy changes that would benefit or harm district, schools, and students

Assessment Program Report 2010-2012

2. Alignment of the Assessment with SPA Standards:

The topics addressed in this assessment are congruent with the program objectives, which are aligned ADE, ISLLC, and ELCC standards. While each candidate's overall performance on this assignment is used for course grading purposes, it provides an assessment of each candidate's performance relative to specific standards of the above three institutions.

The ELCC standards addressed in this assessment are: 3.1; 3.2; 3.3; 4.2; 4.3; 5.1; 5.3; 6.1. The following table shows how the assignment and its measurement tool (rubric) are aligned with the standards. Although the sub-standards addressed may be different for each candidate because of the unique nature of the organizational setting and the nature of the service selected, each criterion targets the following sub-standards. Concerted efforts were made to address a single sub-standard per criterion for measurement purposes. However, there may be cases where a single criterion might address more than one sub-standard because of the interconnected nature of activities required by each criterion.

3. Summary of Data Findings:

The following table shows the candidate performance for the 2010-2011 academic year. The assessment overall mean score was 3.7 on a four-point scale with a standard deviation of 0.3. The high mean score with a low standard deviation indicates that candidates presented a strong performance for this assessment.

4. Interpretation of Data to Show Evidence of Meeting Standards:

This assessment addressed the 3.1; 3.2; 3.3; 4.2; 4.3; 5.1; 5.3; 6.1 ELCC sub-standards. The high overall assessment mean score demonstrates candidates' strong performance relative to specific ELCC standard measured by this assessment. The yearly analysis of the data also showed that the assessment objectives are achieved and pertinent standards were met consistently for this assessment. Data will continue to be gathered and maintained on this assessment to assure a more representative picture of candidate performance and an evidence of meeting ELCC standards. This data will be used in program improvement.

**Assessment #7 – PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:
District Personnel Policy and Administration and Regulations Simulation**

1. Description and Use in Program:

This assignment requires candidates to complete an analysis of a specific personnel policy issue and develop a Personnel Policy and regulations that addresses the situation. The purpose of the assignment is to acquire knowledge of personnel management, to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The candidates collaboratively research and develop a district policy and regulation designed to engage students, parents, members of the school board, and other community members in advocating for adoption of the policy. The candidates are expected to demonstrate an understanding of how specific laws at the local, state, and federal level affect school districts and its residents. They are also expected to advocate for a policy that promotes success, equitable learning opportunities for all students, regardless of one's economic, social, gender, disability, and ethnicity. The policy process is to include the following sequence:

- a. Define the issue or problem
- b. Gather necessary information on the issue
- c. Secure recommendations from the superintendent (instructor)
- d. Discuss and debate at the board level (class members)
- e. Develop plan for public input
- f. Develop plan for staff input
- g. Draft policy and regulation
- h. Hold first reading (class member)
- i. Make revisions
- j. Hold second reading
- k. Adopt the policy and regulation
- l. Distribute to the public

School Personnel Administration Policy and Regulation rubric was developed and used to assess the candidate performance for this assessment. This rubric was revised three times within the last three years and significant changes were made in both the criterion and scale of the rubric. The current rubric's criteria are specific to the assessment and include "understand the larger context," "respond to the larger context," and "influence the larger context." Each criteria and the project is assessed with a four-point rating scale where 4= proficient, 3= satisfactory, 2= basic, and 1= inadequate.

2. Alignment with ELCC Standards:

While the candidate's overall performance on this project is used for course grading purposes, the project provides an assessment of each candidate's performance relative to specific ELCC standards.

Assessment Program Report 2010-2012

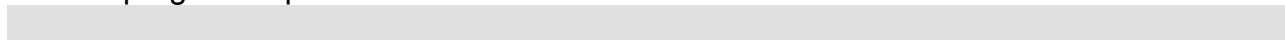
The sixth ELCC standard is the main target of this assessment. Thus, the assessment measures the performance of candidates in promoting the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. The sub-standards addressed in this assignment are 6.1, 6.2, and 6.3. Concerted efforts were made to address a single sub-standard per criterion for measurement purposes. However, there may be cases where a single criterion might address more than one sub-standard because of the interconnected nature of activities required by each criterion.

3. Analysis of Findings:

The data for 2010-2011 yielded a full-scale analysis of each sub-standard by criterion. Nine candidates completed the assessment. An analysis of the data revealed that candidates demonstrated a 100 percent passing rate in assessment. The overall mean score for the group was 3.5 on a four-point rating scale. The standard deviation was 0.3 for the group. The data for 2011-2012 yielded a full-scale analysis of each sub-standard by criterion. Five candidates completed the assessment. An analysis of the data revealed that candidates demonstrated a 100 percent passing rate in assessment with 60% satisfactory and 40% proficient. The overall mean score for the group was 3.5 on a four-point rating scale. The standard deviation was 0.5 for the group.

4. Interpretation of Data to Show Evidence of Meeting ELCC Standards:

This assessment addressed the fourth ELCC standard and its all three sub-standards. The high overall mean scores and the high criterion scores in the last two academic years demonstrate candidates' strong proficiency relative to specific ELCC standard measured by this assessment. The overall mean score was 3.5 on a four-point scale for the 2010-2011 academic year and the same for the 2011-2012 academic year. In other words, through this assessment, the program candidates presented high performance in promoting the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. Data will continue to be gathered and maintained on this assessment to assure a more representative picture of candidate performance and an evidence of meeting ELCC standards. This data will be used in program improvement.



SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE PERFORMANCE

To evaluate program performance, data generated for the ELCC SPA report analyzed and evaluated the EDAS Education Specialist program (EdS) on three levels. Level One evaluated candidate knowledge of leadership content, Level Two considered candidate professional knowledge, skills, and dispositions, and Level Three explored candidate effects on student learning.

CANDIDATE KNOWLEDGE OF LEADERSHIP CONTENT

Leadership content knowledge data were reviewed to determine strengths and limitations within the programs. Thus, the analyses of Assessments 1, 2, and 6 provided information that led to much change for the EdS core curricula.

Strengths/Weaknesses noted in candidate content knowledge preparation was evident in performance on the School Superintendent Assessment (SSA) scores in comparison to state and national averages. All remaining assessments of content knowledge (Assessment 2 and 6) indicated a higher performance by our graduate candidates. This can be attributed to the variance in content training as indicated in candidate evidence of content competence and proficiency in Assessment 2 and 6.

High SSA test scores indicate candidate preparation in ELCC standards within the program has been thoroughly addressed in each of the classes. From program inception, the EdS program required candidates to have completed core courses before attempting the exam. This reinforced our candidates' fundamental content knowledge.

To strengthen candidates' content knowledge, the EDAS Program developed an orientation to apprise newly matriculated graduate students of the knowledge, skills, and disposition competencies addressed throughout their academic program. This seminar focuses on preparing candidates in district leadership content knowledge, student learning enhancement through curricula and instructional supervision, and the ethical ramifications that lead to advocacy within the larger context. Additionally, the program distributed the Internship Handbook at the internship orientation seminar for each EDAS EdS graduate candidate.

Third, evaluative/summative data along with SSA data indicate these content measures needed to be more powerfully addressed. The inception of revisions in leadership coursework began with emphasis on problem solving, synthesis of information, and decision-making using case studies and action research within core courses.

Although these noted concerns were revealed in Assessments 1, 2, and 6, the assessments provided a summative evaluation of the candidates' command of content knowledge. The majority of UALR Educational Specialist candidates performed at the targeted level on all assessments; thus, the program requirements will be assessed each academic year to ascertain appropriate and sufficient academic growth in leadership content improving the competencies and confidence of UALR Leadership graduates. Moreover, the team affirmed a policy change for the program beginning Fall 2008 to require candidates to submit a copy of their SSA disaggregated scores as a degree requirement and participate in comprehensive exams. This will provide the program with more data to assess the summative growth of our candidates.

Assessment Program Report 2010-2012

CANDIDATE PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

The rigor and effectiveness of the EDAS leadership coursework are demonstrated in candidate proficiency at curriculum audit, support service management, district policy and regulations, and candidate administrative internship experiences. The majority of candidates performed at targeted performance ratings in the ability to apply knowledge, skills, and dispositions. The various elements of the core courses provide opportunities for candidates to build their understanding of the nature and purpose of quality central office leadership, build a repertoire of best practices, and apply the knowledge, skills, and dispositions for leading school districts.

Despite recognized success of the core courses as demonstrated by candidate data indicating, there were recognized areas that could be improved. The EDAS 7380: Administrative Internship course needed to provide explicit learning experiences for candidates in working with ELCC as revealed in data for each assessment. Specifically the course needed to address these standards as a means of ethical, inclusive leadership and an increase in the number of hours required. The course was redesigned to address these needs adequately and the data will be aggregated in Chalk and Wire for review during the Spring Semester of 2009.

This approach of instituting a comprehensive set of leadership activities as an integrative and inclusive method strengthens the instruction and all NCATE, ELCC, and ADE standards. Changes in the content coursework options of our program of study for our candidates will strengthen candidate knowledge.

CANDIDATE EFFECTS ON STUDENT LEARNING

Candidates positively affected student learning in all ELCC standards according to Assessment 5 with the majority of candidates performing at or above target ratings. A focus group of representative members of the P-12 educational community determined our candidates performed at exceptional levels in surrounding districts. In subsequent years, this assessment will be distributed to every district employing one of our graduates in a central office leadership capacity to monitor their professional growth for all standards.

Instructional design and syllabi of all courses will be reevaluated to ascertain how effectively these are aligned with attention to identified weaknesses as described in the content and professional preparation sections above. Finally, the core courses will include integrative and inclusive approaches to instructional goals and objectives through the lens of each of the NCATE, ELCC, and ADE standards and themes.

In the summative Assessment 5, all employers indicated the UALR graduates in their districts achieved at targeted performance levels in affecting student learning. This is an indication that our graduates were able to appropriately observe, evaluate, and implement measures of assessment to evaluate curricular, instructional, and program effectiveness and to use these data effectively to support professional growth.

These quantitative and qualitative data sets inform the EdS EDAS degree. The program prepares candidates to be excellent district leaders who take responsibility for their own learning and continuously foster professional renewal for themselves as well as others. They develop collaborative leadership teams to improve the educational environment for all students. Moreover, they effectively use verbal, non-verbal,

Assessment Program Report 2010-2012

electronic, and print modes of communication to establish a positive communication with all stakeholders ensuring a learning centered and dynamic school climate. The graduates of the UALR Administration and Supervision Program appreciate, promote, and model the values of diversity and are viewed as exemplary professionals throughout the region.

Assessment Program Report 2010-2012

**ATTACHMENT A
Candidate Information**

Program: Educational Specialist		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers⁴
2010-2011	42	0

Candidates complete the program at their own pace; therefore, the columns will not contain the same number. Virtually all candidates complete the program.

Program: Educational Specialist		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers⁵
2011-2012	27	4

Candidates complete the program at their own pace; therefore, the columns will not contain the same number. Virtually all candidates complete the program.

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

⁵ NCATE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

**ATTACHMENT B
Faculty Information**

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

Faculty Member Name	Highest Degree, Field, & University⁶	Assignment: Indicate the role of the faculty member⁷	Faculty Rank⁸	Tenure Track (Yes/No)	Scholarship,⁹ Leadership in Professional Associations, and Service:¹⁰ List up to 3 major contributions in the past 3 years¹¹	Teaching or other professional experience in P-12 schools¹²
Ibrahim Duyar	PhD Educational Administration University of Wisconsin at Madison	Faculty	Asst. Professor	Yes	Elected officer for CSRE SIG of AERA, articles; Presented 17 papers, Reviewer and scorer of SLLA and SSA for ETS, Florida DOE Grant reviewer, Coordinator of YES program, editorial board of journal; peer reviewer for 3 journals; conference proposal reviewer for AERA; UCE; IEC; and NCAEA;	Teacher, Board President of a Charter School; Principal
Sharon Byrd Collins	EdD Educational Administration University of Akron	Faculty	Asst. Professor	Yes	1 publication, 1 book review, University Judicial Appeals Council Member, Central Arkansas Education Renewal Zone Steering Committee Member	Teacher, Principal

⁶ e.g., PhD in Curriculum & Instruction, University of Nebraska

⁷ e.g., faculty, clinical supervisor, department chair, administrator

⁸ e.g., professor, associate professor, assistant professor, adjunct professor, instructor

⁹ *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

¹⁰ *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

¹¹ e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

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

Assessment Program Report 2010-2012

<p>Angela Sewall</p>	<p>EdD Educational Administration University of Arkansas – Fayetteville</p>	<p>Dean/Faculty</p>	<p>Professor</p>	<p>Yes</p>	<p>1 publication, Assessment in Education Journal; 1 proceeding, Education Law Association; 1 presentations, International Association of Special Education; Chair, University District Excellent School Task Force; Member, Conflict of Interest Policy Task Force; Chair, State Council of Education Deans; Member, Professional Education Licensure and Accreditation Board; Member, NCATE BOE; Member, NCATE Unit Accreditation Board; Trainer, Pathwise</p>	<p>Secondary Teacher, Assistant Principal, Principal, Associate Superintendent, Special Assistant for Accountability and Alternative Learning Services, Assistant Superintendent</p>
<p>Rudo Tsemunhu</p>	<p>Ph. D. Educational Administration Pennsylvania State University</p>	<p>Faculty</p>	<p>Asst. Professor</p>	<p>Yes</p>	<p>1 Article, AERA. Conference Presentation, UCEA Conference Presentation</p>	<p>Program Coordinator, Principal, Teacher</p>

Assessment Program Report 2010-2012

<p>Elizabeth Vaughn-Neely</p>	<p>PhD: Educational Leadership and Developmental Psychology Oregon State University</p>	<p>Dept. Chair/Faculty</p>	<p>Associate Professor</p>	<p>Yes</p>	<p>2 Referred Articles, Society for Research in Child Development Presenter, Society for Scientific Study of Reading Presenter, 2 Research Studies, Board Member for International Conference on Cultural Diversity, Publication Reviewer, <i>The Educational Forum</i>. Member, Syracuse University College of Arts & Sciences Board of Visitors, Member, NCATE BOE Chair, NCATE Program Review Committee; Member, NCATE Assessment System Committee Member, University Orientation Committee; Chair, NCATE Standard 4 Committee Chair, College Diversity Committee Member, College Assessment Committee; Member, Chalk & Wire Committee; Member, ARPEA</p>	<p>State Level Policy Director, District Supervisor, Gifted Program Coordinator, Testing Specialist, Professional Development Director, Elementary School Teacher, Gifted and Talented Education Teacher, Preschool Teacher</p>
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ATTACHMENT C

Assessment #1 – CONTENT KNOWLEDGE: Assessment of Content Knowledge in Educational Leadership. School Superintendent Assessment

- Attachment C.1.1: School Superintendent Assessment Description and Sample
- Attachment C.1.2: School Superintendent Assessment Data Matrix

Assessment Program Report 2010-2012

Attachment C.1.1: School Superintendent Assessment Description and Sample

ELCC Standards Addressed: 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

The School Superintendent Assessment devised by the Educational Testing Service has three parts. Each consists of constructed-response questions that measure the test-taker's understanding of the six Standards for School Leaders.

Part I: Evaluation of Actions (one hour)

Five vignettes present situations a superintendent might encounter. The question with each asks what action a superintendent would take next. The ETS test-preparation booklet provided this sample:

* A district has two elementary schools with a new K-5 school opening in the fall. It will be necessary to determine what students will attend each of the three schools, requiring the formation of new boundary lines.

Question: Identify and describe at least three critical factors the superintendent should include in a recommendation to the school board about the new boundary lines.

Part II: Synthesis of Information and Problem Solving (one hour)

Presented with a short scenario and a set of documents, the candidate must extract relevant information to address questions that pose complex problems relating to the scenario. This is a sample provided by ETS:

* The superintendent of Greenwood Elementary School District is responsible for aligning the district's curriculum with state standards in language arts and math. The state recently adopted new core curriculum standards in both subjects. The new standards—a response to public outrage over declining student achievement in language arts and math—mandate intensified programs in coverage of concepts and skills.

Greenwood is a community with a history of progressive and forward thinking in education generally and in its curriculum particularly. Many stakeholders are resistant to the newly mandated curriculum standards as an infringement on local control and the possibility that prized programs and services may be eliminated.

The provided documents include a letter to the state education commissioner from the school board president; a letter to the school board president from the state commissioner; an article from the local newspaper; a memo to the superintendent from the teachers' union; and a memo to the superintendent for the district director of curriculum and instruction.

Questions: What should be the superintendent's initial steps in enlisting the critical

Assessment Program Report 2010-2012

support of the school board in aligning the district's curricula with the state curriculum standards? Why is each step important?

What specific topics relating to implementation should the superintendent place on the agenda for the superintendent's council and review with the school board?

Describe essential elements of a plan for reporting to the school board and the public on progress being made toward implementing the state mandates.

Identify specific stakeholder groups involved in the implementation and the impact of the mandates on each group.

Part III: Analysis of Information and Decision Making (one hour)

Three document-based exercises consist of scenarios faced by superintendents and supporting documents. The candidate responds to two questions, using the information in the document. This is a sample provided by ETS:

* The school board in the Birch Grove Public School District has issued a new policy titled "Concepts and Roles in Community Relations: Goals and Objectives." The policy describes the board's nine expectations for its school-community relations program.

Questions: From the perspective of the superintendent, describe at least three essential elements of effective communication.

Identify and explain at least three steps the superintendent could take to develop programs, techniques, and channels for implementing this policy.

Assessment Program Report 2010-2012

Attachment C.1.2: SSA Data Matrix

**School Superintendent Assessment (SSA) Data
2010-2011 Institutional Report**

Test Date	Category Name	# of Students	Available Points	Average Performance
	Evaluation of Actions		20	
	Synthesis of Information & Problem Solving		12	
	Analysis of information & Decision Making		14	
	Evaluation of Actions		20	
	Synthesis of Information & Problem Solving		12	
	Analysis of Information & Decision Making		14	
	Evaluation of Actions		-	
	Synthesis of Information & Problem Solving		-	-
	Analysis of Information & Decision Making		-	-

**School Superintendent Assessment (SSA) Data
2011-2012 Institutional Report**

Test	Test Date	Category Name-District Level	# of Students	Available Points	Average Performance
SSA	2011-12 NA	Evaluation of Actions 1	3	20	14
		Syn of Info and Problems	3	6	6
		Anal of Info and Decisions	3	12	9

ATTACHMENT D

Assessment #2: CONTENT KNOWLEDGE: Assessment of content knowledge in educational leadership. P-12 District Leadership Comprehensive Examination (New Assessment Created Spring 2008)

- Attachment D.2.1: EdS Leadership Comprehensive Assessment Sample
- Attachment D.2.2: EdS Leadership Comprehensive Assessment Rubric

Attachment D.2.1: EdS Leadership Comprehensive Assessment Sample

ELCC Standards Addressed: 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

SCENARIO: SCHOOLS PREPARING STUDENTS TO BE CITIZENS OF A REPRESENTATIVE DEMOCRACY

Preparing students to be citizens of a representative democracy has long been a goal of education in the United States. Broad participation is one of the key tenets of a democracy. Education for democratic citizenship implies active participation in the life of the school and classroom community. What many school people are struggling with is the shift from adding these ideas to traditional classrooms to focusing on them as the basis for educational practice.

Many “new” ways of teaching are not new—or example, interactive teaching and learning, and dialogue are Plato’s dialectic. Scholars traced "discovery learning" back to the twelfth century. Critical pedagogy, inquiry learning, feminist pedagogy, and collaborative learning appeared in the seventeenth century with Comenius. What is new is that these methods exist simultaneously with other methods.

“We hold these truths to be self-evident, that all people* are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.”

--U. S. Declaration of Independence

Schools prepare students for life in the larger societies they are certain to encounter. In a representative democratic society, this means preparing students not only to know about democracy, federalism, political representation, and constitutional governance, but also to be able to put it into practice.

What are some similarities and differences between schooling for an industrial era and schooling for an information age? Given the substantive changes occurring in schools, how might we begin to rethink schooling? What implications do these changes have for district leaders? Generate and defend a set of district-wide policies and decision-making procedures you feel are important to secure the optimal teaching/learning environment for the all students in your district. Thoroughly analyze and synthesize the issues assuming a district with a culturally, socially, economically, and academically diverse population. Evaluate your suggestions for the strengths of the proposals and the limitations that might need to be addressed. To whom do you need on your leadership team to make these changes successfully?

Assessment Program Report 2010-2012

Attachment D.2.2: EdS Leadership Comprehensive Assessment Rubric

Criterion 1 – Style (20%)			
Proficient	Satisfactory	Basic	Inadequate
<ul style="list-style-type: none"> <input type="checkbox"/> exemplary problem definition, clarity, and focus. <input type="checkbox"/> all necessary supporting, relevant, carefully selected details present. <input type="checkbox"/> reference and empirical evidence usage provides strong, accurate, credible support. <input type="checkbox"/> content and selected details well suited to purpose. <input type="checkbox"/> a strong, inviting introduction that draws the reader in. <input type="checkbox"/> a strong, satisfying sense of resolution or closure. <input type="checkbox"/> technical language used appropriately and with explanations as necessary. <input type="checkbox"/> sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas. <input type="checkbox"/> demonstrates exceptionally strong control of standard writing conventions. <input type="checkbox"/> documents intellectual property of paraphrased text from major authorities for all original ideas, theories, or opinions. 	<ul style="list-style-type: none"> <input type="checkbox"/> adequate problem definition, clarity, and focus. <input type="checkbox"/> a number of supporting, relevant, carefully selected details present. <input type="checkbox"/> reference usage that provides, accurate and credible support. <input type="checkbox"/> content and selected details appropriate to purpose. <input type="checkbox"/> a recognizable introduction that states the intent of the paper. <input type="checkbox"/> a developed sense of resolution or closure. <input type="checkbox"/> technical language used some explanations. <input type="checkbox"/> sentence structure that enhances meaning. <input type="checkbox"/> demonstrates strong control of standard writing conventions with few minor errors that do not impede readability. <input type="checkbox"/> documents intellectual property to avoid plagiarism when citing major authorities. 	<ul style="list-style-type: none"> <input type="checkbox"/> problem is stated. <input type="checkbox"/> supporting details overly general or limited in places. <input type="checkbox"/> limited references are used that provide support. <input type="checkbox"/> content and relevant details are not consistently well chosen for purpose. <input type="checkbox"/> introduction that is not particularly inviting. <input type="checkbox"/> a brief conclusion that lacks subtlety. <input type="checkbox"/> technical language not explained with an occasional overuse of jargon, however, the writing may have some fine moments and generally avoids clichés. <input type="checkbox"/> demonstrates lapses in correct grammar and usage. problems are not severe enough to distort meaning or confuse the reader. <input type="checkbox"/> documents borrowed material by sometimes introducing the quotation or paraphrase with the name of the authority. 	<ul style="list-style-type: none"> <input type="checkbox"/> no focused identifiable problem. <input type="checkbox"/> details not evident, <input type="checkbox"/> few if any references. <input type="checkbox"/> problem exploration uneven, predictable, somewhat off-topic, or overly general. <input type="checkbox"/> details based on clichés, stereotypes, or questionable sources of information. <input type="checkbox"/> an undeveloped introduction (e.g., "My topic is..."). <input type="checkbox"/> conclusion that, although present, is too obvious (e.g., "These are all the reasons that..."). <input type="checkbox"/> reliance on clichés, jargon, and overused expressions. <input type="checkbox"/> demonstrates limited control of standard writing conventions with errors in grammar and usage that block meaning and distract the reader. <input type="checkbox"/> documents few if any citations of major authorities.
Criterion 2 – Content (40%)			
Proficient	Satisfactory	Basic	Inadequate
<ul style="list-style-type: none"> <input type="checkbox"/> All parts relevant to the question and clearly presented. <input type="checkbox"/> Content well synthesized. <input type="checkbox"/> Well-balanced emphasis on major and minor points. <input type="checkbox"/> Practical examples supported with theoretical foundations and research. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most parts relevant to the question and clearly presented. <input type="checkbox"/> Content synthesized but may lack a few connections. <input type="checkbox"/> Lighter emphasis on major and significant emphasis on minor points. <input type="checkbox"/> Practical examples not fully supported by theory or research. 	<ul style="list-style-type: none"> <input type="checkbox"/> Few parts relevant to the question and clearly presented. <input type="checkbox"/> Content synthesized. <input type="checkbox"/> Emphasis major and minor points infrequent <input type="checkbox"/> Examples questionable and lack foundation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Answer vague, undeveloped, and incomplete. <input type="checkbox"/> Little synthesis; bullets provided with no supporting narrative. <input type="checkbox"/> No emphasis on major and minor points distinguishable. <input type="checkbox"/> Examples are not suitable for the context and lack foundation.

Assessment Program Report 2010-2012

Criterion 3 – Standards (40%)			
Proficient	Satisfactory	Basic	Inadequate
All appropriate Standards cited from the Conceptual Frameworks ELCC.	Most appropriate Standards cited from the Conceptual Frameworks ELCC.	Some appropriate Standards cited from the Conceptual Frameworks ELCC.	Little to no evidence of appropriate Standards cited from the Conceptual Frameworks ELCC.

Check each item articulated in the answer.

ELCC Standards: The District Leader believes in, values, and is committed to:

1.0: facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

- Develop a Vision
- Articulate a Vision
- Implement a Vision
- Steward Vision
- Promote Community Involvement in the Vision

2.0: providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- Promote Positive School Culture
- Provide Effective Instructional Program
- Apply Best Practice to Student Learning
- Design Comprehensive Professional Growth Plans

3.0: managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- Manage the Organization
- Manage Operations
- Manage Resources

4.0: collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

- Collaborate with Families and Other Community Members
- Respond to Community Interests and Needs
- Mobilize Community Resources

5.0: acting with integrity, fairly, and in an ethical manner.

- Acts with Integrity
- Acts Fairly
- Acts Ethically

6.0: understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- Understand the Larger Context
- Respond to the Larger Context
- Influence the Larger Context

Outcomes of the Conceptual Framework:

- Effective Communicators
- Commitment to Diversity
- Professional Development
- Expertise

Criterion 1 Criterion 2 Criterion 3 Comments:

Question 1 _____

Scoring:

1. **Full Pass** Minimum score of Proficient on each of the three criteria per question
2. **Qualified Pass** Minimum score of Acceptable on two of the three criteria and Proficient on the remaining criteria per question
3. **Fail** Score of Limited or below on two of the three criteria per question

Assessment Program Report 2010-2012

ATTACHMENT E

Assessment 3: PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:

Curriculum Audit

- Attachment E.3.1: Curriculum Audit Assessment
- Attachment E.3.2: Curriculum Audit Rubric
- Attachment E.3.3: Curriculum Audit Data Matrix

Assessment Program Report 2010-2012

Attachment E.3.1: Curriculum Audit Assessment

Assessment 3: EDAS 8308 CENTRAL OFFICE & SPECIAL PROGRAM ADMINISTRATION

ELCC Standards Addressed: 1.2, 1.3, 2.2, and 2.3

GUIDE FOR THE CURRICULUM AUDIT ASSIGNMENT

Description: A Curriculum Audit will be conducted in a selected Arkansas School District. The purpose of conducting this audit is to create knowledge of school district operations and develop skills of data gathering, organization, and communication. Through the curriculum audit, candidates will evaluate the process and outcome of creating change via curriculum in the district level. Curriculum evaluation will be organized around five standards/criteria. These standards and main data gathering activities of a curriculum auditor are discussed in the later part of this guide.

Candidates will work in teams to review documents, conduct interviews, make site visits, and write the curriculum audit report. The report will include findings and recommendations for each of the five standards. Each member of the team will complete Disposition assessment for group members and for the audit team. All written submissions should be typewritten, double-spaced, and should follow the latest version of APA style. The report of this assignment will be posted on Chalk and Wire (Table of Contents 1.3). Candidates also will complete the assessment procedure by using the Analysis & Summary of Curriculum Audit/Scholastic Audit Rubric (#904). The Curriculum Audit comprises 40% of the final grade.

Standards for the Curriculum Audit

The curriculum auditor utilizes five standards against which to compare, verify, and comment upon the district's existing curricular management practices. These standards have been extrapolated from an extensive review of management principles and practices and were utilized in the previous audits conducted. The standards reflect working characteristics that any complex organization should possess in being responsive and responsible to its clients.

A school district that is using its financial and human resources for the greatest benefit of its students is a district that is able to establish clear objectives, examine alternatives, select and implement alternatives, measure results as they develop against established objectives, and adjust its efforts so that it achieves a greater share of those objectives over time.

The five standards that must be employed in a curriculum include the following:

1. The school system is able to demonstrate its control of resources, programs, and personnel.

Quality control is the fundamental element of a well-managed program. It is one of the major premises of local educational control within any state's educational system.

Assessment Program Report 2010-2012

The critical premise involved is that via the will of the electorate, a local school board establishes local priorities within state law and regulations to administer those policies. A school district's accountability to its community rests with the school board.

Through the construction of policy, a local school board provides the focus to direct the operations of a school system through its administrative staff. In this way, the expression of popular will is assured and enables the district to be responsive to its clients and patrons. It also enables the district to be responsive to its clients and patrons. It also enables the system to assess and meaningfully utilize student learning as a critical factor in determining its success.

Although educational program control and accountability are often shared among different components of a school system, fundamental control of and responsibility for a district and its operations rest with the school board and top-level management.

A school system meeting Standard 1 would be able to demonstrate the existence of:

- Evaluation policies for programs and personnel
- Intervention for low-performing students
- Utilization of resources to support instruction
- Equitable distribution of resources
- Means to control expenditures
- Evidence of short- and long-range planning

2. The school system has established clear and valid objectives for students.

A school system meeting Standard 2 would be able to demonstrate the existence of:

- A standards-based curriculum using best practices
- Curriculum guides for each course that states goals, objectives and outcomes
- Various assessment methods that evaluate curriculum effectiveness.
- Provides a variety of early childhood programs that address readiness skills
- Scheduling that allows for optimal use of instructional time
- Parents that actively participate in planning and implementing the curriculum

Physical Evidence:

Interviews:

Site Visitations:

3. The school system has documentation explaining how its programs have been developed, implemented, and conducted.

A school system meeting Standard 3 would be able to demonstrate the existence of:

Assessment Program Report 2010-2012

- Evidence of data-driven curriculum
- Evidence of best teaching practices
- Evaluation of curriculum
- Evidence through the school/district report cards
- Evidence of SAID
- Evaluation of state and federal programs
- Evidence of staff and professional development

Physical Evidence:

Interviews:

Site Visitations:

4. The school system uses the results from district designed or adopted assessments to adjust, improve, or terminate ineffective practices or programs.

A school system meeting Standard 4 would be able to demonstrate the existence of:

- Evaluation policies for instructional programs
- Documentation of the programs evaluated (program evaluation documents)
- Expertise in data analysis
- Expertise in curriculum design and curriculum mapping
- Professional development opportunities for support staff in the areas of curriculum design and data analysis
- Organizational structure which utilizes the data to provide supporting documentation for funding proposals
- School Improvement Plans where data-driven decision on programs is evident
- A curriculum audit model to assist schools to meet the requirements under NCLB and ACTAAP

Physical Evidence:

Interviews:

Site Visitations:

5. The school system has been able to improve its productivity.

A school system meeting Standard 5 would be able to demonstrate the existence of:

- Teacher salaries comparable to neighboring states
- Adequate resources and materials (including technology)
- Proper maintenance of school facilities
- An evaluation of the district's efforts to raise funds
- Evaluation of teacher turnover
- The use of technology in instruction and the availability of technology as a field of study

Assessment Program Report 2010-2012

Physical Evidence:

Personnel evaluation policies
Staff handbooks
Evaluation documents

Interviews:

Human Resources Director

1. What methods do you use to evaluate employees?
2. How often are teachers evaluated?
3. How long have these policies been in place?
4. Are your evaluations summative, formative, or both?
5. How were the evaluations systems developed?
6. What criteria are used for hiring new teachers?

Parents

1. Are you knowledgeable about the district's evaluation systems?
2. Describe the role of parents in the evaluation of personnel.

Administrators

1. Is the evaluation process effective?
2. What has been your training to evaluate teachers?

Teachers

1. What was your orientation to the evaluation procedures?
2. What are your expectations of the evaluation process?
3. Were teachers involved in development of the evaluation system?
4. Do you receive feedback from your classroom observations?
5. Is the written evaluation process followed?

Central Office Directors

1. What is your involvement in the evaluation process?
2. What is your role as a program advisor?
3. How do you offer program specific evaluation for teachers?

Site Visitations

Availability of policies to staff
Knowledge base of all parties
Evidence of curriculum content

Assessment Program Report 2010-2012

Attachment E.3.2: Curriculum Audit Rubric

CURRICULUM AUDIT RUBRIC

ELCC Standards Addressed: 1.2; 1.3; 2.2; 2.3

Description: A Curriculum Audit will be conducted in a selected Arkansas School District. The purpose of conducting this audit is to create knowledge of school district operations and develop skills of data gathering, organization, and communication. Candidates will organize their curriculum audit around five standards that is explained in the guide for the assignment. Candidates will work in teams to review documents, conduct interviews, make site visits, and write the report. The report will include findings and recommendations for each of the five standards.

	Inadequate 1	Basic 2	Satisfactory 3	Proficient 4
<p>Criterion 1: Clarity of Standards/Goals/Objectives</p> <p>Standards: 1.2</p>	<p>Does not articulate the components of district vision and the leadership necessary to implement and support the vision</p> <p>Standards, goals, objectives are not identified or discussed in the curriculum audit report.</p>	<p>The components of district vision and the leadership necessary to implement and support the vision are not well articulated.</p> <p>Vague delineation of standards, goals, objectives in the curriculum .</p>	<p>The components of district vision and the leadership necessary to implement and support the vision are articulated. Communicates the vision to all stakeholders.</p> <p>The curriculum audit report states tasks to be learned or skills to be learned.</p>	<p>The components of district vision and the leadership necessary to implement and support the vision are well articulated. Communicates the vision to all stakeholders. Reflects an understanding and ability to use data-based research strategies and strategic planning process that focus on student learning.</p> <p>A well developed articulation of tasks to be learned or skills to be learned. What, when, how actual standard of measurement performed, and amount of time to be spent on learning each objective clearly identified and discussed.</p>

Assessment Program Report 2010-2012

<p><i>Criterion 2: Congruity of the Curriculum to the Testing/ Evaluation Process</i></p> <p>Standards: 1.3</p> <p>2.2</p> <p>2.3</p>	<p>The candidate does not demonstrate the ability to plan and develop curriculum to achieve the school district's vision.</p> <p>No evaluation approach identified or discussed.</p> <p>The candidate does not demonstrate an understanding of a variety of instructional research methodologies.</p>	<p>The candidate does not demonstrate the ability to plan and develop curriculum to achieve the school district's vision.</p> <p>No evaluation approach identified or discussed.</p> <p>The candidate demonstrates some understanding of a variety of instructional research methodologies.</p>	<p>The candidate presents the ability to plan and develop curriculum to achieve the school district's vision.</p> <p>Skills, knowledge, concepts assessed are identified and explained. There is a general discussion on how the curriculum and evaluation process are linked. Displays an understanding and ability to use qualitative and quantitative data, appropriate methodologies, and technology to evaluate the district's curriculum and accountability systems</p> <p>The candidate demonstrates some understanding of a variety of instructional research methodologies. S/he also discusses the comparable strengths and weaknesses of each method.</p>	<p>The candidate demonstrates a clear understanding and ability to plan and develop curriculum to achieve the school district's vision. The efforts reflect the ability to design research-based processes to effectively implement the districts vision throughout the entire school district and the community.</p> <p>Objective is keyed to performance. There is a clear explanation of and discussion on how the curriculum and evaluation process are linked. There is a clear congruity of the curriculum to the testing/ evaluation process. Clear indication of ability to use quantitative and qualitative data, appropriate research methods, technology, and information systems to evaluate the district's curriculum and accountability systems.</p> <p>The candidate demonstrates a clear understanding of a variety of instructional research methodologies. S/he also is aware of the comparable strengths and weaknesses of each method.</p>
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Assessment Program Report 2010-2012

	The candidate does not offer any discussion about how to use appropriate research strategies to profile student performance in the district and analyze differences among subgroups.	The candidate offers a weak discussion about how to use appropriate research strategies to profile student performance in the district and analyze differences among subgroups.	The candidate discusses the methods about how to use appropriate research strategies to profile student performance in the district and analyze differences among subgroups.	The candidate offers a well-developed discussion about how to use appropriate research strategies to profile student performance in the district and analyze differences among subgroups.
<p>Criterion 3:</p> <p><i>Delineation by Grade of the Essential Skills, Knowledge, and Dispositions</i></p> <p>Standard: 2.3</p>	No mention of required skills.	Needed prior general experience, grade level skills, knowledge and dispositions are vaguely delineated.	Prior general experience skills, knowledge and dispositions needed in the grade level are discussed in general.	Specific documented prerequisite or description of discrete skills required are clearly identified and discussed. The grade level essential skills, knowledge, and dispositions are clearly articulated.
<p>Criterion 4:</p> <p>Delineation of Major Instructional Tools</p> <p>Standard: 1.3</p>	No mention of textbook and instructional materials.	Textbook mentioned, but not named. Other instructional materials are not identified.	Basic textbook and supplementary instructional materials to be used identified and included by unit.	"Match" between textbook and curriculum included objective-by-objective with page numbers in text for each objective.
<p>Criterion 5:</p> <p>Clear Linkages for Classroom Utilization</p> <p>Standard: 2.2</p>	The candidate demonstrates an understanding of linkages cited for classroom utilization.	The candidate offers an overall and vague discussion on the linkage for approaching the subject. S/he monitors instructional practices and discusses provision of assistance to teachers and administrators who have need needs for improvement.	The candidate offers a general discussion and suggestions to teachers for their classroom use. S/he monitors instructional practices and discusses provision of assistance to teachers and administrators who have need needs for improvement.	The candidate offers specific examples on how to approach concepts and skills in the classroom. S/he monitors instructional practices and discusses provision of assistance to teachers and administrators who have need needs for improvement.

Assessment Program Report 2010-2012

Standard: 2.3	The candidate does not demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.	The candidate reflects some understanding to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.	The candidate reflects the ability and understanding facilitating of engaging in activities that use best practices and sound educational research to improve instructional programs.	The candidate demonstrates a clear understanding and ability of facilitating and engaging in activities that use best practices and sound educational research to improve instructional programs.
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Assessment Program Report 2010-2012

Attachment E.3.3: Curriculum Audit Data Matrix

The following table shows the changes made in the rubric and how each version of the rubric is aligned with ELCC standards.

Rubrics	Scale	Criterion	Standard Addressed
2010-2011 Rubric #904 EDAS 8308: Central Office & Special Program Administration: Analysis & Summary of Curriculum Audit/Scholastic Audit	1= Unsatisfactory	Clarity of Standards/Goals/ Objectives	1.2
	2= Below Basic	Congruity of the Curriculum to the Testing/ Evaluation Process	1.3; 2.2; 2.3
	3= Basic	Delineation by Grade of the Essential Skills, Knowledge, and Dispositions	2.3
	4= Proficient	Delineation of Major Instructional Tools	1.3
	5= Exemplary	Clear Linkages for Classroom Utilization	2.2; 2.3

The data for 2010-2011 yielded an analysis of each sub-standard by criterion. A total of 11 candidates completed the assessment. An analysis of the data revealed that candidates demonstrated a 100 percent passing rate in assessment. The overall mean score for the group was 3.9 on a five-point rating scale. The standard deviation was very small, 0.20, for the group.

	Criterion I Clarity of Standards/ Goals/ Objectives	Criterion II Congruity of the Curriculum to the Testing/ Evaluation Process	Criterion III Delineation by Grade of the Essential Skills, Knowledge, and Dispositions	Criterion IV Delineation of Major Instructional Tools	Criterion V Clear Linkages for Classroom Utilization	OVERALL
Mean Score	3.9	3.8	4.0	3.9	3.8	3.9
Standard Deviation	0.3	0.4	0.0	0.3	0.4	0.2
Points Possible	5.0	5.0	5.0	5.0	5.0	5.0
Passing %	100	100	100	100	100	100
Number of Candidates	11	11	11	11	11	11

Assessment Program Report 2010-2012

ATTACHMENT F

Assessment 4: PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:

- Attachment F.4.1: Administrative Internship Portfolio and Presentation
- Attachment F.4.2: Administrative Internship Portfolio and Presentation Rubric
- Attachment F.4.3: Administrative Internship Portfolio and Presentation Data Matrix

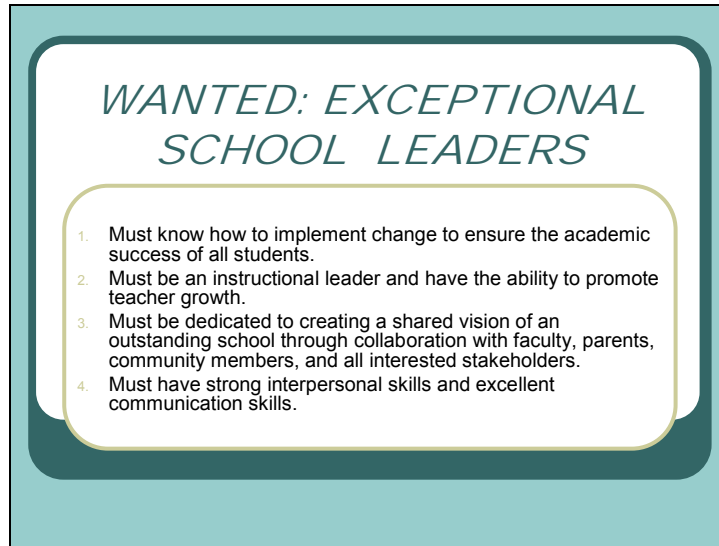
The Educational Administration and Supervision Program (EDAS) at the University of Arkansas – Little Rock (UALR) provides candidates an internship, which integrates strategic, instructional, organizational, and contextual leadership standards into the workplace environment. When coupled with integrating experiences through related cohort course work, the outcome develops into a powerful synthesis of knowledge and skills useful to practicing school leaders. The internship runs concurrent with courses so candidates can combine academic instruction and practical experience simultaneously. In addition, the combination of coursework and practical experience requires in-depth reflection and provides opportunities to apply information gained in an academic setting.

The internship centers on the preparation of effective school leaders and requires two semesters of clinical practice. Candidates (UALR Interns) complete the internship under the collaborative supervision of school district administrative personnel (Site Supervisors) and the UALR EDAS faculty (UALR Supervisors).

Assessment Program Report 2010-2012

Attachment F.4.1: Administrative Internship Portfolio and Presentation

ELCC Standards Addressed: 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



Research findings indicate today's educational environments require exemplary school leaders. Additionally, today's leaders need skills not always deemed important in order to be effective during the last century. Thus, exemplary leaders must possess a wide variety of qualities including interpersonal and intrapersonal intelligence.

The *Leadership Growth Presentation* integrates key issues of educational leadership presented in coursework, personal reflections upon experiences in educational settings, and current research in education. The *Presentation* assists the candidate in synthesizing the knowledge, skills, dispositions, and performances obtained throughout the Program, informing a personal philosophy of leadership, and assessing potential to meet career goals. The product is a formal presentation consisting of a clear and concise analysis of 21st century educational research and theory with regard to an individually selected component cited in the want ad. It includes a review of pertinent literature and a specific professional development plan.

Presentation Guidelines

In light of your career goals, select an aspect from the want ad to research. The *Presentation* must be logically organized, display clearly stated content, incorporate empirically supported propositions, as well as demonstrate grammatically composed text. Complete in-depth research to locate sources that support the need to examine the issue thoroughly and that identify types of experiences needed to obtain or strengthen your argument. Use a minimum of 10-12 sources, 6 of which must be primary sources.

In addition, review the materials in your portfolio, reflective journals, and coursework; develop a professional plan that includes the following:

Assessment Program Report 2010-2012

Strengths Analysis

- Narrative reflection upon your identified strengths with respect to your topic;
- A plan to use your strengths as an exemplary educational leader that includes specific goals, benchmarks, and a timeframe in table format according to APA guidelines.

Growth Analysis

- Narrative reflection upon your identified areas of growth with respect to your topic;
- A plan to develop your area of growth as an exemplary educational leader that includes specific goals, benchmarks, and a timeframe in table format.

Self-Evaluation

- What have I learned from my research?
- Conclusions describing how this information made a difference in your professional life.
- Give audience a feeling of your professional accomplishment.

Assessment Program Report 2010-2012

Attachment F.4.2: Administrative Internship Portfolio and Presentation Rubric



*Rubric for Evaluation
Leadership Growth Presentation*

	Proficient 4	Satisfactory 3	Basic 2	Unacceptable 1	Score
Introduction	Presents a concise lead-in to the presentation concerning the role of the 21 st century leader. Purpose and philosophy are clearly defined. Contains detailed explanation of career goals.	Gives too much information – like a summary. Some success defining purpose and philosophy. Contains explanation of career goals.	Gives very little information about the presentation. Fails to make audience aware of the purpose or philosophy. Limited explanation of career goals.	Gives no introductory information. Fails to make audience aware of the purpose or philosophy. No explanation of career goals.	
Leadership Growth Review	Evidence of synthesis, analysis, and evaluation of all sources in a well-organized manner. Provides pertinent examples, facts, and research. Effectively convinces audience of the validity of a point of view.	Evidence of some synthesis and analysis of sources. Provides some examples, facts, and supportive research. Point of view is clear, but development or support is inconclusive and incomplete.	Little evidence of analysis of sources. Provides weak examples, facts, and supportive research. Point of view may be clear, but lacks development or support.	No evidence of analysis of sources. Provides irrelevant examples, facts, with no supportive research. Point of view unclear lacks development or support.	
Professional Development Plan	Thoroughly explores strengths and growth essentials for success. Realistic and creative steps with timeline are evident. Fully integrated CF, ELCC, and AR standards.	Exploration of strengths and areas for growth. Concise steps and timeline are evident. Some integration of CF, ELCC, and AR standards.	Little exploration of strengths and areas for growth. Steps to develop areas for growth are unrealistic. Little integration CF, ELCC, and AR standards.	No exploration of strengths and areas for growth. Steps to develop areas for growth are unrealistic. No integration CF, ELCC, and AR standards.	
Conclusion	Fully describes the learning gained from Leadership Program coursework and clinical practice. Conclusion carefully illustrates application of learning to career goals.	Describes most of the learning gained from Leadership Program coursework and clinical practice. Conclusion illustrates application of most learning to career goals.	Weakly describes learning gained from Leadership Program coursework and clinical practice. Conclusion poorly illustrates application of learning to career goals.	No description of learning gained from Leadership Program coursework and clinical practice. Conclusion does not illustrate application of learning to career goals.	
References	References used support ideas effectively. Breadth of references is evident.	References moderately support ideas. Number of references is adequate.	References support ideas poorly. Number of references not adequate.	References do not support ideas. Number of references not adequate.	
Conventions	Correct grammar and punctuation are used. No need for editing.	Few grammar and/or punctuation errors.	Some grammar and punctuation errors are present.	Many grammar and punctuation errors are present.	

Assessment Program Report 2010-2012



Final Review – Portfolio Assessment Rubric

CATEGORY	4 - Proficient	3- Satisfactory	2- Basic	1 - Unacceptable
Professional Documents (Items 1-8)	Clear and convincing evidence presented Well written No grammar, spelling, or punctuation errors	Appropriate evidence or documentation presented Well written Few grammar, spelling, or punctuation errors	Evidence/documentation unclear or inappropriate for item Multiple grammar, spelling, or punctuation errors	No evidence or documentation presented
Grade Point Average (Item 9)	Maintains 3.5 to 4.0 GPA	Maintains 3.0 to 3.49 GPA	Fails to maintain 3.0 GPA Review candidate's overall performance for probationary status or expulsion from program	
Personal Reflections from Course Modules (Items 10-14)	Reflections on course module are very well written, relevant, and gives several examples connecting theory to Practice No grammar, spelling, or punctuation errors	Reflections on course module are well written, relevant and shows evidence of connecting theory to practice Few grammar, spelling, or punctuation errors	Some written reflection on course module Lacks clarity and depth and/or Multiple grammar, spelling, or punctuation errors	No reflections and/or work products for this course module
Internship Logs & Activity Documentation (Items 15-18)	Log reflects 400+ internship hours Completes all required and additionally assigned activities Provides clear and convincing documentation for all activities with supporting standards addressed No grammar, spelling, or punctuation errors	Log reflects 400 hours Most required activities and some additionally assigned activities are documented with supporting standards addressed. Some written documentation may be incomplete or unclear at times Few grammar, spelling, or punctuation errors	Log reflects 350-400 hours Written documentation for many required activities is incomplete or unclear without all supporting standards addressed Multiple grammar, spelling, or punctuation errors	No log of activities or log reflects less than 350 hours Little or no written documentation of required activities without supporting standards addressed Significant grammar, spelling and punctuation are unacceptable
Internship Journal Entries (Item 19)	Sufficient number of entries included (greater than 60) Entries are rich and detailed, show how theory & concepts relate to relationships and events, describes specific incidents & candidate's reaction, describes group processes - No grammar, spelling, or punctuation errors	Sufficient number of entries included (greater than 48) Entries are detailed and show some evidence of how theory & concepts relate to relationships and events - Few grammar, spelling, or punctuation errors	Insufficient number of entries included and/or Entries lack detail or fail to show how theory & concepts relate to relationships and events Multiple grammar, spelling, or punctuation errors	Few or no journal entries included

Assessment Program Report 2010-2012

Check each item articulated in the answer.

ELCC Standards: The District Leader believes in, values, and is committed to:

1.0: facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

- Develop a Vision
- Articulate a Vision
- Implement a Vision
- Steward Vision
- Promote Community Involvement in the Vision

2.0: providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- Promote Positive School Culture
- Provide Effective Instructional Program
- Apply Best Practice to Student Learning
- Design Comprehensive Professional Growth Plans

3.0: managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- Manage the Organization
- Manage Operations
- Manage Resources

4.0: collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

- Collaborate with Families and Other Community Members
- Respond to Community Interests and Needs
- Mobilize Community Resources

5.0: acting with integrity, fairly, and in an ethical manner.

- Acts with Integrity
- Acts Fairly
- Acts Ethically

6.0: understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- Understand the Larger Context
- Respond to the Larger Context
- Influence the Larger Context

Outcomes of the Conceptual Framework:

- Effective Communicators
- Commitment to Diversity
- Professional Development
- Expertise

Assessment Program Report 2010-2012

Attachment F.4.3: Administrative Internship Portfolio and Presentation
Data Matrix

Unable to retrieve data through Chalk & Wire

ELCC Standards	Mean Scores	Standard Mean Score
1.1		
1.2		
1.3		
1.4		
1.5		
Standard 1 Composite		
2.1		
2.2		
2.3		
2.4		
Standard 2 Composite		
3.1		
3.2		
3.3		
Standard 3 Composite		
4.1		
4.2		
4.3		
Standard 4 Composite		
5.1		
5.2		
5.3		
Standard 5 Composite		
6.1		
6.2		
6.3		
Standard 6 Composite		

ATTACHMENT G

Assessment 5: PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:

- Attachment G.5.1: Graduate Assessment & Rubric
- Attachment G.5.2: Employer Assessment & Rubric
- Attachment G.5.3: Survey Data Matrix

**ELCC Standards Addressed: 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**

Assessment Program Report 2010-2012



Strongly
Disagree

Strongly
Agree

Knowledge Base (Continued)	Rating			
legal issues impacting school operations	①	②	③	④
current technologies that support management functions	①	②	③	④
emerging issues and trends that potentially impact the school community	①	②	③	④
community relations, resources, including marketing strategies and processes	①	②	③	④
successful models of school, family, business, community, government and higher education partnerships	①	②	③	④
the philosophy and history of education, the purpose of education, and the role of leadership in modern society	①	②	③	④
various ethical frameworks and perspectives on ethics	①	②	③	④
principles of representative governance that under gird the system of American schools	①	②	③	④
the role of public education in developing and renewing a democratic society and an economically productive nation	①	②	③	④
the law as related to education, schooling, and school operations	①	②	③	④
the political, social, cultural and economic systems and processes that impact schools	①	②	③	④
models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling	①	②	③	④
global issues and forces affecting teaching and learning	①	②	③	④
the dynamics of policy development and advocacy under our democratic political system	①	②	③	④
the importance of diversity and equity in a democratic society	①	②	③	④

Dispositions

The University of Arkansas – Little Rock Department of Educational Leadership facilitated processes and provided opportunities for me to engage in activities ensuring that I articulated my beliefs and values, as well as demonstrated my commitment to:

	Rating			
a school vision of high standards of learning	①	②	③	④
the inclusion of all members of the school community	①	②	③	④
ensuring that students have the knowledge, skills, and values needed to become successful adults	①	②	③	④
a willingness to continuously examine one's own assumptions, beliefs, and practices through continuous school improvement	①	②	③	④
doing the work required for high levels of personal and organization performance	①	②	③	④
student learning as the fundamental purpose of schooling	①	②	③	④
the variety of ways in which students can learn	①	②	③	④
professional development as an integral part of continuous school improvement	①	②	③	④
a safe and supportive learning environment	①	②	③	④

Assessment Program Report 2010-2012

Rating Scale:

①
☹

②

③

④
☺

Strongly
Disagree

Strongly
Agree

Dispositions (Continued)	Rating			
preparing students to be contributing members of society	①	②	③	④
making management decisions to enhance learning and teaching	①	②	③	④
accepting responsibility	①	②	③	④
high-quality standards, expectations, and performances	①	②	③	④
Involving and empowering stakeholders in management processes	①	②	③	④
collaboration and communication with families as partners in the education of their children	①	②	③	④
the proposition that diversity enriches the school	①	②	③	④
the proposition that families have the best interests of their children in mind	①	②	③	④
an informed public and the resources of the family and community impacting the education of students	①	②	③	④
the right of every student to a free, quality education	①	②	③	④
using the influence of one's office constructively and productively in the service of all students and their families	①	②	③	④
importance of a continuing with other decision makers affecting education	①	②	③	④
actively participating in on-going dialogue within the political and policy-making context	①	②	③	④
using legal systems to protect student rights and improve student opportunities	①	②	③	④

Performances

The University of Arkansas – Little Rock Department of Educational Leadership facilitated processes and provided opportunities for me to engage in activities ensuring that I:

	Rating			
effectively communicated to staff, parents, students, and community members the vision and mission of the school	①	②	③	④
communicated the vision and mission through the use of symbols, ceremonies, stories, and similar activities	①	②	③	④
modeled the core beliefs of the school vision for all stakeholders	①	②	③	④
recognized and celebrated the contributions of school community members to the realization of the vision	①	②	③	④
developed an implementation plan in which objectives and strategies to achieve the vision and goals are clearly articulated	①	②	③	④
used assessment data related to student learning and relevant demographic data pertaining to students and their families	①	②	③	④
developed the vision with and among stakeholders identifying, clarifying, and addressing barriers to achieving the vision	①	②	③	④
sought and obtained needed resources to support the implementation of the school mission and goals	①	②	③	④
regularly monitored, evaluated, and revised the vision, mission, and implementation plans communicating progress	①	②	③	④
all individuals are treated with fairness, dignity, and respect	①	②	③	④

Assessment Program Report 2010-2012

Rating Scale:

①
👎

②

③

④
👍

Strongly
Disagree

Strongly
Agree

Performances (Continued)	Rating			
professional development promotes a focus on student learning consistent with the school vision and goals	①	②	③	④
the responsibilities and contributions of each individual are acknowledged	①	②	③	④
barriers to student learning are identified, clarified, and addressed	①	②	③	④
there is a culture of high expectations for self, student, and staff performance	①	②	③	④
technologies are used in teaching, learning, and professional development	①	②	③	④
curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined based on research, expertise of teachers, and the recommendations of learned societies	①	②	③	④
collective bargaining and other contractual agreements related to the school are effectively managed	①	②	③	④
the school plant, equipment, and support systems operate safely, efficiently, and effectively	①	②	③	④
time is managed to maximize attainment of organizational goals	①	②	③	④
financial, human, and material resources are aligned to the goals of schools	①	②	③	④
organizational systems are regularly monitored and modified as needed	①	②	③	④
responsibility is shared to maximize ownership and accountability	①	②	③	④
effective problem-framing, problem-solving, and conflict resolution skills are used	①	②	③	④
effective group-process and consensus-building skills are used	①	②	③	④
a safe, clean, and aesthetically pleasing school environment is created and maintained	①	②	③	④
the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities	①	②	③	④
confidentiality and privacy of school records are maintained	①	②	③	④
high visibility, active involvement, and communication with the larger community is a priority	①	②	③	④
outreach to different business, religious, political, and service agencies and organizations	①	②	③	④
partnerships are established with area businesses, institutions of higher education, and community groups	①	②	③	④
effective media relations are developed and maintained	①	②	③	④
demonstrates a personal and professional code of ethics	①	②	③	④
demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	①	②	③	④
recognizes and respects the legitimate authority of others	①	②	③	④
the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities	①	②	③	④

Assessment Program Report 2010-2012

Complete Either Part IIA (Building Leadership) on this page, or Part IIB (District Leadership) Internship Evaluation on page 6

Part IIA: Questions Specific to School Building Leadership Internship Standards

Rating Scale:

①	②	③	④
☹			☺
Strongly Disagree			Strongly Agree

	Rating			
Graduates demonstrated the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.	①	②	③	④
Each graduate had a minimum of six months (or equivalent) of fulltime internship experience.	①	②	③	④
Graduates participated in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for graduate application of knowledge and skills on a full-time basis.	①	②	③	④
Graduates applied skills and knowledge articulated in these standards as well as state and local standards for educational leaders.	①	②	③	④
Experiences were designed to accommodate graduates' individual needs.	①	②	③	④
Graduates' experiences occurred in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.	①	②	③	④
The individual candidate, site supervisor, and institution personnel provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards planned graduates' experiences cooperatively. These three individuals work together to meet graduate and program needs.	①	②	③	④
Mentors were provided training to guide the graduate during the intern experience.	①	②	③	④
Graduates earned graduate credit for their intern experience.	①	②	③	④

Those graduates completing the Building Level Program, please go to page 7, Part III and complete the survey.

Assessment Program Report 2010-2012

Part IIB: Questions Specific to School District Leadership Internship Standards

Rating Scale:

①

②

③

④



**Strongly
Disagree**

**Strongly
Agree**

	Rating			
	①	②	③	④
Graduates demonstrated the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by district leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, school board members, students, parents, and school and community leaders.	①	②	③	④
Graduates participated in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for graduate application of skills and knowledge on a full-time basis.	①	②	③	④
Graduates applied skills and knowledge articulated in these standards as well as state and local standards for educational leaders.	①	②	③	④
Experiences were designed to accommodate graduates' individual needs.	①	②	③	④
Graduates' experiences occurred in multiple district administrator settings and allow for the demonstration of relevant knowledge and skills.	①	②	③	④
Graduates' experiences included work with appropriate community organizations, parent groups, and school boards.	①	②	③	④
The individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards planned graduates' experiences cooperatively. The three individuals work together to meet graduate and program needs.	①	②	③	④
Mentors were provided training to guide the graduate during the intern experience.	①	②	③	④
Graduates earned graduate credit for their intern experience.	①	②	③	④
	①	②	③	④

Those graduates completing the District-Level Program, please go to page 7, Part III and complete the survey.

Assessment Program Report 2010-2012

Part III. Your Situation at Present

1. Current Professional Status

<input type="checkbox"/>	Employed <i>(please complete items 2 through 5 below)</i>
<input type="checkbox"/>	Graduate School <i>(please indicate program and university)</i>
<input type="checkbox"/>	Other <i>(please specify)</i>
<input type="checkbox"/>	

2. What is your professional position?

<input type="checkbox"/>	Teacher	<input type="checkbox"/>	Business Administrator
<input type="checkbox"/>	Lead Teacher	<input type="checkbox"/>	Human Resources Administrator
<input type="checkbox"/>	Building Facilitator	<input type="checkbox"/>	Assistant Superintendent
<input type="checkbox"/>	Assistant Principal	<input type="checkbox"/>	Associate Superintendent
<input type="checkbox"/>	Principal	<input type="checkbox"/>	Superintendent
<input type="checkbox"/>	Instructional Supervisor	<input type="checkbox"/>	Other <i>(please specify)</i>
<input type="checkbox"/>	Special Program Supervisor	<input type="checkbox"/>	

3. What is the nature of your place of employment?

<input type="checkbox"/>	Preschool	<input type="checkbox"/>	Alternative School
<input type="checkbox"/>	Elementary School	<input type="checkbox"/>	Vocational Center
<input type="checkbox"/>	Middle School/Junior High School	<input type="checkbox"/>	Central Office
<input type="checkbox"/>	High School	<input type="checkbox"/>	Other <i>(please specify)</i>
<input type="checkbox"/>	Principal	<input type="checkbox"/>	

4. School (if applicable): _____

5. School District: _____

The following information will be used to identify the demographic composition of the students in your building and district.

6. What is the approximate percentage ethnic balance of students in your school and/or district?

Asian Pacific Rim		Hispanic		Asian Pacific Rim		Hispanic	
Black		Native American		Black		Native American	
Caucasian		Other		Caucasian		Other	

7. What is the percentage of students with special needs in your place of employment? _____

8. In which areas and in what ways did your program at The University of Arkansas – Little Rock excel?

9. In which areas and in what ways could we improve the program at The University of Arkansas – Little Rock?

Assessment Program Report 2010-2012

10. What information from the program have you used most in your work?

11. What information have you found that you needed and did not obtain from the program?

Part IV. Additional Remarks

Assessment Program Report 2010-2012

Attachment G.5.2: Employer Assessment & Rubric



*Graduate Program in Educational Administration and Supervision
Building-Level Follow-up Survey (BFS)*

Position of Graduate: _____

Listed below in the right column is a rating scale to assess our graduates knowledge, dispositions, and performance outcomes for the educational leadership programs at The University of Arkansas – Little Rock. We are striving to address each of these areas in our programs. Please take a few minutes to assist us in evaluating this by darkening the ovals completely in the column at the right. Do not X or √ the oval. Your honest and forthright evaluation to each section is greatly appreciated. We will use your responses to assist us in determining changes we may wish to implement during the process of continuous improvement.

Rating Scale:

①	②	③	④
☐			☐
Strongly Disagree			Strongly Agree

Questions Specific to School Building Leadership Standards

1.1 Develop a Vision	Rating			
Graduates develop a vision of learning for a school that promotes the success of all students.	①	②	③	④
Graduates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners’ needs, schools as interactive social and cultural systems, and social and organizational change.	①	②	③	④
1.2 Articulate a Vision				
Graduates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.	①	②	③	④
Graduates demonstrate the ability to use databased research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.	①	②	③	④
Graduates demonstrate the ability to communicate the vision to staff, parents, students, and community members with symbols, ceremonies, stories, and other activities.	①	②	③	④

Assessment Program Report 2010-2012

Rating Scale:

①
👎

②

③

④
👍

Strongly
Disagree

Strongly
Agree

1.3 Implement a Vision	Rating			
Graduates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.	①	②	③	④
Graduates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).	①	②	③	④
1.4 Steward a Vision				
Graduates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.	①	②	③	④
Graduates design or adopt a system for using databased research strategies to regularly monitor, evaluate, and revise the vision.	①	②	③	④
Graduates assume stewardship of the vision through various methods.	①	②	③	④
1.5 Promote Community Involvement in the Vision				
Graduates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.	①	②	③	④
Graduates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.	①	②	③	④
2.1 Promote Positive School Culture				
Graduates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.	①	②	③	④
2.2 Provide Effective Instructional Program				
Graduates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.	①	②	③	④
Graduates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.	①	②	③	④
Graduates demonstrate 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.	①	②	③	④

Assessment Program Report 2010-2012

Rating Scale:

①
☹

②

③

④
☺

Strongly
Disagree

Strongly
Agree

2.3 Apply Best Practice to Student Learning	Rating			
Graduates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.	①	②	③	④
Graduates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.	①	②	③	④
Graduates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.	①	②	③	④
2.4 Design Comprehensive Professional Growth Plans				
Graduates design and demonstrate 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.	①	②	③	④
Graduates demonstrate 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.	①	②	③	④
Graduates develop and implement personal professional growth plans that reflect a commitment to life-long learning.	①	②	③	④
3.1 Manage the Organization				
Graduates demonstrate 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.	①	②	③	④
Graduates develop 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.	①	②	③	④
Graduates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.	①	②	③	④
3.2 Manage Operations				
Graduates demonstrate the ability to involve staff in 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.	①	②	③	④
Graduates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.	①	②	③	④

Assessment Program Report 2010-2012

Rating Scale:

①
☹

②

③

④
☺

Strongly
Disagree

Strongly
Agree

3.2 Manage Operations (Continued)	Rating			
Graduates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.	①	②	③	④
3.3 Manage Resources				
Graduates use 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.	①	②	③	④
Graduates creatively seek new resources to facilitate learning.	①	②	③	④
Graduates apply and assess current technologies for school management, business procedures, and scheduling.	①	②	③	④
4.1 Collaborate with Families and Other Community Members				
Graduates demonstrate an ability to bring together the resources of family members and the community to affect student learning positively.	①	②	③	④
Graduates demonstrate 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.	①	②	③	④
Graduates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.	①	②	③	④
Graduates apply an understanding of community relations models, marketing strategies and processes, databased decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.	①	②	③	④
Graduates develop various methods of outreach aimed at business, religious, political, and service organizations.	①	②	③	④
Graduates demonstrate 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.	①	②	③	④
Graduates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.	①	②	③	④
Graduates develop a comprehensive program of community relations and demonstrate the ability to work with the media.	①	②	③	④
4.2 Respond to Community Interests and Needs				
Graduates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.	①	②	③	④

Assessment Program Report 2010-2012

Rating Scale:

①
☹

②

③

④
☺

Strongly
Disagree

Strongly
Agree

4.2 Respond to Community Interests and Needs (Continued)	Rating			
Graduates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.	①	②	③	④
Graduates provide leadership to programs serving students with special and exceptional needs.	①	②	③	④
Graduates demonstrate 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.	①	②	③	④
4.3 Mobilize Community Resources				
Graduates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.	①	②	③	④
Graduates demonstrate how to use school resources and social service agencies to serve the community.	①	②	③	④
Graduates demonstrate 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.	①	②	③	④
5.1 Acts with Integrity				
Graduates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	①	②	③	④
5.2 Acts Fairly				
Graduates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	①	②	③	④
5.3 Acts Ethically				
Graduates make and explain decisions based upon ethical and legal principles.	①	②	③	④
6.1 Understand the Larger Context				
Graduates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.	①	②	③	④
Graduates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.	①	②	③	④

Assessment Program Report 2010-2012

Rating Scale:

①
☹

②

③

④
☺

Strongly
Disagree

Strongly
Agree

6.1 Understand the Larger Context (Continued)	Rating			
Graduates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.	①	②	③	④
Graduates demonstrate 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.	①	②	③	④
Graduates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.	①	②	③	④
Graduates demonstrate the ability to analyze and describe the cultural diversity in a school community.	①	②	③	④
Graduates can describe community norms and values and how they relate to the role of the school in promoting social justice.	①	②	③	④
Graduates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.	①	②	③	④
6.2 Respond to the Larger Context				
Graduates demonstrate 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.	①	②	③	④
6.3 Influence the Larger Context				
Graduates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.	①	②	③	④
Graduates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.	①	②	③	④
Graduates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	①	②	③	④

Assessment Program Report 2010-2012

12. In which areas and in what ways did the leadership program at The University of Arkansas – Little Rock excel as we prepared our graduates?

13. In which areas and in what ways could we improve the leadership program at The University of Arkansas – Little Rock?

ATTACHMENT H

Assessment 6: PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:

- Attachment H.6.1: EDAS 8312 Management of Support/Auxiliary Services Activity
- Attachment H.6.2: EDAS 8312 Management of Support/Auxiliary Services Rubric
- Attachment H.6.3: EDAS 8312 Management of Support/Auxiliary Services Data Matrix

Assessment Program Report 2010-2012

Attachment H.6.1: EDAS 8312 Management of Support/Auxiliary Services

ELCC Standards Addressed: 3.1; 3.2; 3.3; 4.2; 4.3; 51; 5.3; 6.1

1. Description of Assessment:

The purpose of this assignment is to gain knowledge, skills, and dispositions for the effective management of support services at district level. In addition to other data gathering methods, the candidate visits a site and interviews with the district level administrator about the management and delivery of a selected support (auxiliary) service. The assignment requires the exposure of candidates to the field level real life management and delivery practices of selected support services. Preferred support services include transportation, food services, and security services. Other auxiliary services may be the community use of school facilities, sale of specialized services, and sale of excess property and materials.

Through the successful completion of the assignment, candidates will achieve the following specific objectives:

1. Demonstrate the ability use research-based knowledge of management district level management to optimize learning for all students
2. Demonstrate effective organization of fiscal, human, and material resources by giving priority to student learning and safety
3. Demonstrate a thorough understanding of district budgeting and effective resource allocation process
4. Demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability
5. Use effective needs assessment, research-based data, and group process skills to build consensus in order to align resources with district vision
6. Develops effective strategies, long-range, and operational planning in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on enhancement of teaching and learning
7. Creatively seek new resources to facilitate learning
8. Demonstrate the ability to inform the decision-making by collecting and organizing formal and informal information from multiple stakeholders
9. Demonstrate the ability to advocate for students with special and exceptional needs
10. Demonstrate an understanding of and ability to use community resources effectively to encourage communities to provide new resources to address emerging student problems
11. Demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
12. Demonstrate the ability of sensitivity to student diversity
13. Make and explain decisions based upon ethical and legal principles
14. Demonstrate the ability to work with political leaders at the local, state, and federal level affect school districts and residents
15. Espouse positions in response to the proposed policy changes that would benefit or harm district, schools, and students

Assessment Program Report 2010-2012

This is a selected significant activity for the course and the assignment report must be posted on Chalk and Wire. Candidates examine one auxiliary (support) service in a school district and write a reflection report regarding the management practices of the selected service. As part of the data gathering methodology, candidates interview with a school business director or an administrator in the district business office.

In addition to interview qualitative data, candidates also use archival or printed materials, financial or programmatic data sets, and program assessment report. District business administrators are the best information source for the printed materials supporting qualitative data and your reflections. All Arkansas school districts are acceptable for this assignment.

Areas such as administration of Title I programs or special education services are not acceptable for the context of this assignment. Please check your textbook for the acceptable auxiliary services.

Assignments must be organized around the rubric criterion and the assignment objectives. These criterion include:

1. Overview of the Service
2. Legal and Policy Context
3. Logistics and Resources
4. Delivery and Management Practices
5. Conclusions

Guidelines and Rubrics: Candidates will use “Guideline for Site Visit Reflections” to record and organize their data gathering at site their visits. EDAS: Management of Support or Auxiliary Services Rubric will be used to assess the candidate’s work

Report and Presentations:

Reports will be presented in class through the use of a power point presentation. A 5-10 page report will be posted on Chalk and Wire. The report may include supporting appendices. . The assignment report should be posted on Chalk and Wire under Table of Contents: 3.8.

Guidelines for Site Visit Reflections

Description: The site visit reflections are designed to meet partial requirements of the Management of Auxiliary Service assignment. The site visits give the students an opportunity to observe the management of the support services at a neighboring school district. Through site visits, the candidates will gain a perspective on how the real world works. Candidates s are expected to incorporate their site visit reflections in their assignment report. This guide offers an overall summary of site visits.

Level: School district. One school district of your choice. State the name of the district. State the name of the responsible person, department, address, and telephone number.

Assessment Program Report 2010-2012

Scope: Auxiliary services. Chapter 14 of Ray and others may be used as a guide for the areas you may examine in site visit reflections.

Expectations: Reflection report about the management and operations of one auxiliary service area. Candidates are expected arrange field visits, interview with pertinent school district officials who are responsible for the management of the selected service, and gather and analyze data. Assignment reports will be presented in the classroom. Prepare a power point presentation for about a 10-minute presentation.

Format:

Overview: Introduce the school district. Construct a brief overview of the service area. Your discussion should address the following areas: The significance of the service. What does the strategic or long-range plan requires fro the management and delivery of this service? Cite pertinent literature and best practices in the management of the selected service.

Legal and Administrative Base: Federal, state, and local statues; policies; procedures, and plans that govern these services. Discuss how these bases determine or limit the implementation in providing the services. Enclose the copies of these documents to your report. Refer them as appendices in the body of your reflection report.

Implementation: Discuss the resource available and allocated; the method of delivery of the service (i.e. contracted or district operated). Actual management practices. Offer step-by-step details of the implementation process. Who are the parties involved in delivery and the management? What are the main problems? Are these problems addressed? What is the plan?

Evaluation: Identify at least five criteria you believe a director of these services should use in identifying excellent service in this area. Compare the implementation with your criteria. Does the implementation deviate from legal or administrative bases? Is the implementation cost-effective? What do the pertinent parties say about the provision of these services?

Bibliography: Identify any publications specific to these services are that you used and feel helpful to educational administrators if you wished to learn more about this service in the future.

Assessment Program Report 2010-2012

Attachment H.6.2: 3.8 Management of Support or Auxiliary Services Rubric

Standards Addressed: 3.1; 3.2; 3.3; 4.2; 4.3; 5.1; 5.3; 6.1

Description: The purpose of this assignment is to gain knowledge, skills, and dispositions for the effective management of support services at district level. In addition to other data gathering methods, the candidate visits a site and interviews with the district level administrator about the management and delivery of a selected support (auxiliary) service. The assignment requires the exposure of candidates to the field level real life management and delivery practices of selected support services. Preferred support services include transportation, food services, and security services. Other auxiliary services may be the community use of school facilities, sale of specialized services, and sale of excess property and materials.

EDAS MANAGEMENT OF SUPPORT (AUXILIARY) SERVICES RUBRIC

	Inadequate 1	Basic 2	Satisfactory 3	Proficient 4
Criterion 1: Overview of the Service Standards: 4.2	Inadequate discussion of the importance of the selected support service. References to the literature were not cited.	Minimal discussion of the importance of the selected support service. Minimal references to the literature.	The importance of the selected support service in relation to student learning and others factors of organizational effectiveness. Cites theory, research, and best practices in the management and delivery of the selected service.	Well-developed discussion and overview of the importance of the selected support service in relation to the indicators of organizational effectiveness. Through field and professional knowledge as evidenced with the references and best practices in the field.
Criterion 1:	Lack of	Minimal	Reflects the	Clear

Assessment Program Report 2010-2012

<p>Overview of the Service (Continued)</p> <p>Standards: 4.2</p>	<p>evidence of the diverse district and community needs.</p>	<p>understanding of the diverse district and community needs.</p>	<p>ability to assess, research, and plan for diverse district and community needs.</p>	<p>reflection of the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics. Clear reflection of the ability to inform district decision-making by collecting and organizing formal and informal data from multiple stakeholders</p>
<p>Criterion 2: Legal and Policy Context</p> <p>Standards: 6.1</p>	<p>Inadequate discussion of the legal and political issues that may affect the provision and management of the support service.</p>	<p>Minimal discussion of the legal and political issues that may affect the provision and management of the support service.</p>	<p>The legal and political issues that may affect the provision and management of the support service are fairly addressed. Understands how specific laws at the local, state, and national level affect district and residents.</p>	<p>Presents clear understanding and recognition of the legal and policy issues in the delivery and management of the service selected. Shows how specific laws at the local, state, and national level affect district and residents. Shows the system for financing public schools</p>

Assessment Program Report 2010-2012

				and its effects on equitable distribution of educational opportunities within a district.
<p>Criterion 2: Legal and Policy Context</p> <p>Standard: 4.3</p>	Does not offer any discussion on the methods of effective district resource utilization to solve the issues of community and the district.	Not a well developed discussion on the methods of effective district resource utilization to solve the issues of community and the district.	<p>The methods of effective district resource utilization to solve the issues of community and the district are discussed</p> <p>Presents an understanding of ways to use public resources and funds effectively to encourage communities to provide new resources to address emerging student needs.</p>	<p>A well developed discussion on the methods of effective district resource utilization to solve the issues of community and the district.</p> <p>Presents a clear understanding of ways to use public resources and funds effectively to encourage communities to provide new resources to address emerging student needs</p>
<p>Criterion 3: Logistics and Resources</p> <p>Standard: 3.3</p>	Inadequate discussion of strategic, long-range, and operational planning.	Not well developed discussion of strategic, long-range, and operational planning.	Presents problem solving knowledge and skills of strategic, long-range, and operational planning in effective,	Presents thorough problem solving knowledge and skills of strategic, long-range, and operational planning in

Assessment Program Report 2010-2012

			legal, and material resource allocation that focuses on teaching and learning.	effective, legal, and material resource allocation that focuses on teaching and learning.
<p>Criterion 3: Logistics and Resources</p> <p>Standard: 3.2</p>	<p>The current and future needs and resources. The logistics and readiness of the system to operate effectively were inadequately discussed.</p>	<p>Weak and poor discussion of the current and future needs and resources. The logistics and readiness of the system to operate effectively were poorly discussed. Needs are not identified. Ways of creating extra resources are not discussed.</p>	<p>Adequate discussion of the current and future needs and resources. The logistics and readiness of the system to operate effectively were adequately discussed. Needs are identified. Additional internal and external resources are identified.</p>	<p>Well-developed discussion of the current and needed resources. The logistics and readiness of the system to operate effectively were adequately discussed. Needs assessment is conducted and needs are identified. Additional organizational and community resources that may utilize are identified and strategies to create new resources are discussed.</p>

Assessment Program Report 2010-2012

<p>Criterion 4: Delivery and Management Practices</p> <p>Standard: 3.1</p>	<p>Does not reflect any understanding of effective organization of fiscal, human, and material resources. Inadequate discussion of the current and needed resources.</p>	<p>Basic level understanding of effective organization of fiscal, human, and material resources.</p>	<p>Understands effective organization of fiscal, human, and material resources. Effective use of data management and organizational development to enhance student learning.</p>	<p>Clear Understanding of effective organization of fiscal, human, and material resources. Effective use of data management and organizational development to enhance student learning.</p>
<p>Criterion 4: Delivery and Management Practices</p> <p>Standard: 3.2</p>	<p>The logistics and readiness of the system to operate effectively were inadequately discussed.</p>	<p>Inadequate discussion of the delivery and management practices of the selected support service. Best practices are not identified and compared with the current practices.</p>	<p>The delivery and management practices of the selected support service are discussed. Main issues in the delivery and management process are identified. The current practices are compared with the best practices in the field.</p>	<p>Well-organized discussion of delivery and management practices of the selected support service. The issues in the delivery and management process are identified. Clear understanding and recognition of the best practices in the management of the service selected.</p>

Assessment Program Report 2010-2012

<p>Criterion 4: Delivery and Management Practices</p> <p>Standard: 3.3</p>	<p>Does not discuss why and how the stakeholders are involved in aligning resources and priorities to maximize ownership and accountability.</p>	<p>Not a well developed discussion of why and how the stakeholders are involved in aligning resources and priorities to maximize ownership and accountability.</p>	<p>Discusses why and how the stakeholders are involved in aligning resources and priorities to maximize ownership and accountability.</p>	<p>A well discussion of why and how the stakeholders are involved in aligning resources and priorities to maximize ownership and accountability. Offers a plan for the effective communication of the district personnel as well.</p>
<p>Criterion 4: Delivery and Management Practices</p> <p>Standard: 5.1</p>	<p>No discussion about the district finance structures and models to ensure adequate financial resources are allocated equitably and efficiently for the district.</p>	<p>Not a well developed discussion about the district finance structures and models to ensure adequate financial resources are allocated equitably and efficiently for the district.</p>	<p>Discusses the district finance structures and models to ensure adequate financial resources are allocated equitably and efficiently for the district. Seeks new resources to facilitate learning.</p>	<p>A well developed Discussion of the district finance structures and models to ensure adequate financial resources are allocated equitably and efficiently for the district. Seeks new resources to facilitate learning.</p>

Assessment Program Report 2010-2012

<p>Criterion 4: Delivery and Management Practices</p> <p>Standard: 5.3</p>	<p>No discussion about the need and significance about the respect for the rights of others with regard to the confidentiality and dignity in the management of and delivery of the service.</p>	<p>Not a well developed discussion about the need and significance about the respect for the rights of others with regard to the confidentiality and dignity in the management of and delivery of the service.</p>	<p>Discusses the need and significance about the respect for the rights of others with regard to the confidentiality and dignity in the management of and delivery of the service.</p>	<p>A clear understanding and discussion about the need and significance about the respect for the rights of others with regard to the confidentiality and dignity in the management of and delivery of the service.</p>
	<p>No discussion on whether the service delivery and management decision were made based upon ethical and legal principles.</p>	<p>Not a well-developed discussion on whether the service delivery and management decision were made based upon ethical and legal principles.</p>	<p>Reflects an understanding that the service delivery and management decision should be and were made based upon ethical and legal principles.</p>	<p>A thorough understanding about the importance of making the service delivery and management decisions based upon ethical and legal principles.</p>

Assessment Program Report 2010-2012

<p>Criterion 5: Research, Report, and Presentation</p> <p>Standards: 4.2</p>	<p>Inadequate discussion of the delivery and management practices of the selected support service.</p>	<p>Weak evidence of overall quality in conducting research, developing report, and presenting to the class.</p>	<p>Adequate quality in conducting research, developing report, and presenting to the class. Protection of human subjects is taken into account. Followed the suggested guidelines in developing the report. Project is presented with clarity and responded to the questions of the audience.</p>	<p>Exceptional quality in conducting research, developing report, and presenting to the class. Protection of human subjects is taken into account. Ethical considerations in the collection and use of the data. Followed the suggested guidelines in developing the report. Project is presented with clarity and responded to the questions of the audience. The APA style and format was properly used.</p>
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Assessment Program Report 2010-2012

Attachment H.6.3: EDAS 8312 Management of Support/Auxiliary Services Data Matrix

Rubric 2010-2011	Scale	Criterion	Standard Addressed
*Rubric #1082: Management of Support or Auxiliary Services	1= Unsatisfactory	Overview of the Service	4.2
	2= Below Basic	Legal and Policy Context	6.1, 4.3
	3= Basic	Logistics and Resources	3.2, 3.3
	4= Proficient	Delivery and Management Practices	3.1, 3.2, .3.3, 5.1, 5.3
	5= Exemplary	Research, Report, and Presentation	4.2

Attachment H.6.3: EDAS 8312 Management of Support/Auxiliary Services Data Matrix

Rubric 2010-2011	Criterion I: Overview of the Service	Criterion II: Legal and Policy Context	Criterion III: Logistics and Resources	Criterion IV: Delivery and Management Practices	Criterion V: Research, Report, and Presentation	Overall
Mean Score	3.9	3.4	3.9	3.5	3.6	3.66
Standard Deviation	0.3	0.50	0.3	0.5	0.5	0.4
Points Possible	5.0	5.0	5.0	5.0	5.0	5.0
Passing %	100	100	100	100	100	100
Number of Candidates	8	8	8	8	8	8

Assessment Program Report 2010-2012

Attachment H.6.3: EDAS 8312 Management of Support/Auxiliary Services Data Matrix

Rubric 2011-2012	Criterion I: Overview of the Service	Criterion II: Legal and Policy Context	Criterion III: Logistics and Resources	Criterion IV: Delivery and Management Practices	Criterion V: Research, Report, and Presentation	Overall
Mean Score	3.4	3.4	4.0	4.0	3.4	3.66
Standard Deviation	0.5	0.5	0.0	0.0	0.5	0.4
Points Possible	5.0	5.0	5.0	5.0	5.0	5.0
Passing %	100	100	100	100	100	100
Number of Candidates	5	5	5	5	5	5

ATTACHMENT I

**Assessment #7 – PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:
Personnel Policy and Regulations Simulation**

- Attachment I.7.1: Personnel Policy and Regulations Simulation
- Attachment I.7.2: Personnel Policy and Regulations Simulation Rubric
- Attachment I.7.3: Personnel Policy and Regulations Simulation Data Matrices

Attachment I.7.1: School Personnel Administration

EDAS 8305 – Significant Activity (Chalk and Wire)
District Personnel Policy and Regulations Simulation
Assessment 7: Section II

ELCC Standard 6.0

6.1 Understand the Larger Context

6.2 Respond to the Larger Context

6.3 Influence the Larger Context

Significant Activity Description:

Each candidate will make an analysis of a specific personnel issue and develop a Personnel Policy and Regulations that address the situation. The purpose of this exercise is to acquire knowledge of personnel management, to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. Candidates will collaboratively research and develop a district policy and regulation designed to engage students, parents, members of the school board, and other community members in advocating for adoption of the policy.

Candidates will demonstrate an understanding of how specific laws at the local, state, and federal level affect school districts and its residents; and advocate for a policy that promotes success, equitable learning opportunities for all students, regardless of ones economic, social, gender, disability, and ethnicity. The policy process is to include the following sequence:

- A. Define the Issue or Problem
- B. Gather Necessary Information on the Issue
- C. Secure Recommendations from the Superintendent (Instructor)
- D. Discuss and Debate at the Board Level (Class Members)
- E. Develop Plan for Public Input
- F. Develop Plan for Staff Input
- G. Draft Policy and Regulation
- H. Hold First Reading (Class Member)
- I. Make Revisions
- J. Hold Second Reading
- K. Adopt the Policy and Regulation
- L. Distribute to the Public

Assessment Program Report 2010-2012

Attachment I.7.2: Personnel Policy and Regulations Simulation Rubric

Assessment 7: Section II

EDAS 8305 Personnel Administration

Personnel Policy and Regulations Simulation

Standards addressed: 6.1, 6.2, and 6.3

Brief Description: Each student will make an analysis of a specific personnel issue and develop a Personnel Policy and Regulations that address the situation. The purpose of this exercise is to acquire knowledge of personnel management and to develop skills to work with others in the development of policy and to understand the political process. Students will develop this issue with related research, environmental analysis, political implications, and impact on the larger educational context.

Criterion	Proficient 4	Satisfactory 3	Basic 2	Inadequate 1
Understand the Larger Context (ELCC 6.1c, 6.1f, 6.1g) Respond to the Larger Context (ELCC 6.2b) Influence the Larger Context (ELCC 6.3b)	Policy Issue selected has high significance to the local and state education system. Through discussion of the relative importance of the Policy in relation to other issues, candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.	Policy Issue selected has moderate significance to the local and state education system. Candidate shows some discussion of the relative importance of the Policy Issues in relation to other issues, candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.	Policy Issues selected somewhat significant to the local and state education system. Weak discussion of the relative importance of the Policy Issues in relation to other issues, candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.	Selected Policy Issue has low significance to local and state education system.

Assessment Program Report 2010-2012

<p>Understand the Larger Context (ELCC 6.1a)</p>	<p>Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations. Clear and sound understanding about policy analysis process. Data-based decision-making is the core of the process. Sophisticated use of data and data analysis to develop Policy Response.</p>	<p>Candidates demonstrate a general understanding types and sources of data in regards to the appropriate research methods, theories, and concepts to improve district operations. Data analysis techniques are mostly descriptive. Ethical collection and use of data is adequately addressed.</p>	<p>Candidates display a minimal of informed understanding about types and sources of data. Data analysis techniques are not adequately used. Moderate understanding of ethical collection and use of data.</p>	<p>Candidates have an inadequate understanding about the policy analysis process and techniques. Needed data and its sources are not somewhat identified. However, the techniques to analyze these data are not discussed.</p>
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Assessment Program Report 2010-2012

<p>Respond to the Larger Context (ELCC 6.2a, 6.2c)</p>	<p>Clear understanding about the policy development process and political dynamics, demonstrating the ability to communicate with segments of the district community concerning policies that affect the district. Recognizes all factors and actors, i.e. parents, students, members of the school board and other community members affecting the policy development process. Develops effective strategies to interact with these factors and actors.</p>	<p>General understanding about the policy development process and political dynamics, demonstrating the ability to communicate with segments of the district community concerning policies that affect the district. Recognizes all factors and actors, i.e. parents, students, members of the school board and other community members affecting the policy development process. Identifies factors and actors effective in the policy development process.</p>	<p>Minimal understanding about the policy development process and political dynamics, demonstrating the ability to communicate with segments of the district community concerning policies that affect the district. Recognizes all factors and actors i.e. parents, students, members of the school board and other community members affecting the policy development process.</p>	<p>Inadequate understanding about the policy development process and political dynamics.</p>
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Assessment Program Report 2010-2012

<p>Influence the Larger Context (ELCC 6.3)</p>	<p>Clear and sound recognition of possible impact and implication of the Policy Issue and Policy Regulation. A through discussion of implications to local and state education systems that may affect a specific district, directly or through organizations representing all with similar interests. Describes the possible impacts of local and state fiscal policy.</p>	<p>General recognition of possible impact and implications of the Policy Issue and Policy Regulation. A discussion of implications to local and state education systems that may affect a specific district, directly or through organizations representing all with similar interests. The implications to local and state education systems are addressed. Fiscal implications are addressed.</p>	<p>Minimal recognition of possible impact and implications of the Policy Issue and Policy Regulation. The implications to local and state education systems are vaguely addressed.</p>	<p>Inadequate recognition of possible impact and implications of the Policy Issue and Policy Regulation.</p>
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Assessment Program Report 2010-2012

<p>Respond to the Larger Context (ELCC 6.2a)</p>	<p>The candidate's second reading of the policy was clearly communicated to the board, advocating for adoption of improved policy.</p> <p>The candidate clearly presented an appropriate plan to distribute the revised policy to the staff and public.</p>	<p>The candidate's second reading of the policy was mostly communicated to the board, advocating for adoption of improved policy.</p> <p>The candidate mostly presented an appropriate plan to distribute the revised policy to the staff and public.</p>	<p>The candidate's second reading of the policy was somewhat communicated to the board advocating for adoption of improved policy.</p> <p>The candidate somewhat presented an appropriate plan to distribute the revised policy to the staff and public.</p>	<p>The candidate's second reading of the policy was not clearly communicated to the board.</p> <p>The candidate never presented an appropriate plan to distribute the revised policy to the staff and public.</p>
<p>Writing and Editing Skill</p>	<p>The draft policy was clearly properly written.</p> <p>The candidate's presentation of the draft policy was clearly communicated to the board.</p> <p>The candidate always made the necessary revisions to the draft policy.</p>	<p>The draft policy was mostly properly written.</p> <p>The candidate's presentation of the draft policy was mostly communicated to the board.</p> <p>The candidate mostly made the necessary revisions to the draft policy.</p>	<p>The draft policy was somewhat properly written.</p> <p>The candidate's presentation of the draft policy was somewhat communicated.</p> <p>The candidate somewhat made the necessary revisions to the draft policy.</p>	<p>The draft policy was not properly written.</p> <p>The candidate's presentation of the draft policy was not communicated to the board.</p> <p>The candidate never made the necessary revisions to the draft policy.</p>

Assessment Program Report 2010-2012

Attachment I.7.3: Personnel Policy and Regulations Simulation Data Matrix

The rubric is aligned with ELCC standards.

Rubrics	Scale	Criterion	Standard Addressed
2010-2011 Rubric #894: EDAS 8305: School Personnel Admin: Personnel Policy and Regulations	1= Unsatisfactory	Topic/Issue/Content	6.1
	2= Below Basic	Mechanics	6.2
	3= Basic	Policy and Regulation Changes	6.3
	4= Proficient	Technical Requirements	6.2
	5= Exemplary		

The program faculty continuously has been improving the program and diligently checking the alignment of assessment with ADE, ELCC, and ISLLC standards. The rubric has four-point scale with five criterions.

The data for 2010-2011 yielded a full-scale analysis of each sub-standard by criterion. A total of nine candidates completed the assessment. An analysis of the data revealed that candidates

	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V
Mean Score	3.7	3.7	3.1	3.8	3.4
Standard Deviation	0.5	0.5	0.9	0.4	0.5
Points Possible	5.0	5.0	5.0	5.0	5.0
Passing %	100	100	100	100	100
Number of Candidates	9	9	9	9	9

Candidates demonstrated a 100 percent passing rate in assessment. The overall mean score for the group was 3.5 on a five-point rating scale. The standard deviation was small, 0.3, for the group.

The data for 2011-2012 yielded a full-scale analysis of each sub-standard by criterion. A total of nine candidates completed the assessment. An analysis of the data revealed that candidates

	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V
Mean Score	3.5	3.1	3.9	3.8	3.8
Standard Deviation	0.5	0.9	0.3	0.4	0.4
Points Possible	5.0	5.0	5.0	5.0	5.0
Passing %	100	100	100	100	100
Number of Candidates	5	5	5	5	5

Candidates demonstrated a 100 percent passing rate in assessment. The overall mean score for the group was 3.5 on a five-point rating scale. The standard deviation was small, 0.3, for the group.

Assessment Program Report 2010-2012

4.7.5.c.

Table 1: 2005-2008 Candidate Performance for the District Personnel Policy and Regulations Simulation (Rubric #353)by Performance

	2010-2011
Case#1	3
Case#2	3.62
Case#3	3.8
Case#4	3.6
Case#5	3.4
Case#6	3.0
Case#7	4.0
Case#8	3.8
Case#9	-
Mean Score	3.5
Standard Deviation	0.3
Points Possible	5.0
Passing %	100
Number of Candidates	9

Table 1: 2005-2008 Candidate Performance for the District Personnel Policy and Regulations Simulation (Rubric #353)by Performance

	2011-2012
Case#1	3.5
Case#2	3.1
Case#3	3.9
Case#4	3.8
Case#5	3.8
Mean Score	3.6
Standard Deviation	0.5
Points Possible	5.0
Passing %	100
Number of Candidates	5