

## **Educational Leadership at Keene State College**

**Document the impact on P-12 student learning.**

**In SPA assessments:**

### **Assessment: Data-Driven Instruction Project**

**Course: EDUCEL 655 Curriculum Management: Using Data to Transform Schools.**

#### **Semester three in new program**

In this project, candidates will apply principles of effective instruction to improve instructional practices and curricular materials by identifying and defining an authentic school-based issue/problem that impacts student learning and development. Once identified, the candidate will review and report on professional literature related to the issue and highlight educational theories that connect to the issue. The next step for the candidate will be to demonstrate that ability to apply appropriate research methods in a school context and utilize data to improve student learning and development with staff and community. The ultimate goal of the project is to make recommendations regarding the design, implementation, and evaluation of a curriculum that increases student achievement.

As a part of the project, candidates evaluate the impact of curricular decisions on student achievement through consultation with teachers. Projects have included assisting teachers and schools to improve math and reading scores through changes in pedagogy and have focused on refining content, restructuring curriculum, or adopting new curricular materials in other academic areas.

### **Assessment: School Intervention Plan**

**Course: EDUCEL 696: Internship I: School and Community Relations**

#### **Semester five in new program**

In this project, candidates demonstrate the ability to optimize the learning environment for all students by applying models and principles of organizational development and management, including research and data-driven decision making with attention to factors of equity, effectiveness and efficiency. The candidate also develops a plan of action for effective organization and management of resources giving priority to student learning, safety, curriculum or instruction.

Candidates, in conjunction with site supervisor and college professor, select an area in which the school and community can work together to improve student performance. Candidates have surveyed the home about homework policies and procedures, parent-school communication, and home-school partnerships.

## **Supervisory Plan Work Sample**

**Course: EDUCEL 631: Staff Selection, Supervision & Evaluation**

### **Semester three in new program**

Each candidate is to demonstrate the ability to implement a vision that all students can be successful, to use data-based research strategies and strategic planning processes, and to facilitate activities that apply the principles of effective instructional practice and curricular materials that focus on student learning. Additionally, the project assesses candidates' ability to make recommendations regarding the design, implementation and evaluation of a curriculum that fully accommodates learners' diverse needs. Candidates are also invited to design and implement appropriate professional development growth plans based on reflective practice and research consistent with a school's vision and goals.

Candidates observe and evaluate teachers using data-driven observation and assessment techniques. Candidates utilize the data from observations and conferencing to recommend changes in pedagogy, in-service training, develop new staff goals, or enhance the professional growth plan of the teacher to improve student achievement. The core of the observation-evaluation cycle is to provide feedback to candidates about ways to enhance student learning.

## **Internship Evaluation**

**Course: EDUCEL 696 & EDUCEL 697: Internship I & II**

### **Semesters five and six**

Candidates are evaluated by the site supervisor and college professor on their ability to:

1. Review, evaluate, and revise the instructional program on the basis of sound information, data analysis and can apply the principles of effective instruction
2. Help staff align their curriculum with the state's curriculum frameworks
3. Understand principles of mentoring and provides new teachers with best practices to improve student learning
4. Encourage experimentation and rigorous evaluation of new pedagogical approaches
5. Know educational principles and research that promote sound practice

**NOTE: An employer satisfaction survey is being developed for implementation in spring 2010 and a component of this survey will address issues of graduates' ability to impact student learning in their respective schools through leadership activities.**