

## Section I- Context

The current EDLR program was redesigned to address curricular and assessment suggestions that were provided through the SPA assessment process. Significant efforts are underway to improve and provide more explicit documentation of the Internship field experience requirements as well as address the standards alignment deficiencies noted in program assessments. Several assessments have been finalized, initial data is being collected in Tk20, and other assessments are under construction. The program is now operating a “cohort” model and students are required to systematically move through the program. This was not the case in the past. The program has always operated a portfolio process and this has always been a cornerstone for the program. This has been significantly revised and implemented with the new cohort in summer 2009. An important component of the redesigned program is the full adoption of the *Demonstration of Leadership* core of courses for all M.Ed. candidates (this is not required for post-masters’ candidates). This core involves a year-long applied research project which culminates in a Capstone Research Report and Exhibition.

In November 2009 the Program Coordinator will be working directly with a consultant to review and give feedback about the curriculum, internships, SPA assessment tools, alignment to standards, and program delivery model. A complete SPA report will be submitted in fall 2011 (see memo from Margie Cruchfield, NCATE????). An *Employer Satisfaction Survey* will also be conducted in summer 2009 to provide us with feedback about our Educational Leadership graduates’ performance (graduates from the last 3 years) in hope of using this data to also guide our program improvement efforts.

### **1. Description of any state or institutional policies that may influence the application of CEC standards.**

The Educational Leadership Program at Keene State College has always provided at least two pathways in becoming a school principal. The first option is the Master’s of Education Degree leading to certification as *Principal Instructional Leader or Associate Principal Instructional Leader* meeting the standards as set forth by the State of New Hampshire. The second option is the Post-Master’s certification program which leads to certification for those who already have a Master’s Degree. Typically, the Education Leadership Program takes two years to complete with the internships and research core completed in the final year.

Since the last report from the representatives of the Educational Leadership Constituent Council dated March 15, 2007, many changes have occurred at Keene State College in the area of Educational Leadership. A Program Coordinator was secured to redesign the new program and develop a new program assessment system. The College administration also decided to discontinue the one-year intensive, experiential program (Principals Residency Network). Since 2006 we continued to operate the “old” program with few students while taking stock in what we do well, piloting new assessments, and completing major revision to program courses and field experiences. The redesigned program was adopted by the College Senate in fall 2008 to be implemented in summer 2009. We have recruited 11 new students for this revised program. The delivery model for the redesigned Educational Leadership option involves one-third classroom experiences, one third field-based experiences, and one-third online learning. For a list of current

assessments and a status report see the file, “Section II SPA Assessment List and Current Status”.

**2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.**

The field experiences are crucial to the successful development of a school leader in the KSC Educational Leadership program. The *Educational Leadership Internship Evaluation Form* is used by the supervisor, the intern, and the college professor as a vehicle to benchmark progress and, ultimately to grade, the intern. It serves as a platform for discussion, coaching, and directing activities by the supervisor and professor in collaboration with the intern. The form is used formally at the mid-point of Internship I and Internship II by the mentor and the intern to discuss progress, opportunities and challenges. This assessment is utilized as a grading tool by the site supervisor and college supervisor at the end of both Internship I and Internship II. The college supervisor does the final rating of performance and takes into account site supervisor ratings and intern self-evaluations. Both the site supervisor ratings and the final college supervisor ratings will be included in the Tk20 system.

Both internships I and II require a minimum of 150 hours per semester. Interns document their activities and reflection in their program portfolio. Some of the possible activities of the internship include: a district data-driven project, a school data-driven project, serving/chairing school in need of improvement committees, PBIS projects, Responsive Classroom project, substitute for principal or assistant principal, central office committee, participate in district administrative team meetings, lead district/school curriculum projects, presenting at school board meetings, observing classroom teachers, providing growth plans for staff, mentoring staff, managing and organizing professional learning communities, participating in IEP and 504 conferences, court hearings, and handbook and policy revisions.

The internships are supplemented by monthly seminars on campus or at one of the internship sites. In these seminars, the activities which interns are undertaking are viewed through the language of the standards. Each activity is recorded in a portfolio log which is subsequently reviewed and graded by the college professor. The intern is required to include professional reflections for each artifact as well as identify the standard(s) being addressed by each artifact.

Site supervisors are chosen because they have been successful principals in their schools. The Program Coordinator for Educational Leadership maintains strong connections with the local school districts and communicates needs for internship sites to local districts contacts to determine the best fit for an intern. In many cases, the college supervisor will work out an arrangement for an intern to conduct the internship in the district where they work. Because of the long history of certifying principals and teachers at Keene State College, many of our supervisors are graduates of KSC Education and/or Educational Leadership programs. The internship process begins with a meeting of the intern, prospective mentor and the college professor.

A Cooperative Agreement form is signed for Internships I and II where all parties agree to the expectations and outcomes for the internship. The Cooperative Agreement form is shared at an initial meeting between the college supervisor, site supervisor, and intern. The focus of conversation is on the ELCC standards and how to make them come alive during the internship. Each mentor receives a copy of the Cooperative Agreement form, evaluation tool, and a guide to the ELCC standards. On site conferences among the intern, the intern supervisor, and the college supervisor are the vehicle for communication and discussion. It is the responsibility of the intern, the site supervisor and college faculty to see that the intern receives the necessary scope and depth of experiences in order to demonstrate ELCC competencies.

During the internship, the intern documents activities and time in a Professional Learning Plan, which is organized by the six ELCC standards. The intern works closely with a building administrator to document activities and issues during the internships. Interns complete artifact cover sheets for portfolio activities and assignments which document their experiences and demonstrate their understanding of ELCC concepts and content knowledge. A key element of the artifact process is the reflection on each learning experience.

It is expected that under the guidance of site supervisor each intern will also have experiences that allow them to experience the role of a school administrator at a variety of levels (i.e., elementary, middle, and secondary). The majority of their internship is conducted at the highest level of interest identified by the candidate. Activities at the various levels may involve shadowing another principal or working on projects for a school of a different level.

### **3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.**

In the area of admissions and retention, the Graduate Program has adopted a consistent model of application and admission. Additionally, each Graduate Program has specific questions to ask the potential candidate during the formal interview process. The potential Educational Leadership candidates are asked about their knowledge, skills and dispositions that might make them effective leaders. Candidates for the Educational Leadership Program must have two years of full-time school experience before they will be allowed to apply for the program. In some cases, candidates are encouraged to gain more school experience, beyond the two years, before application to the program.

Over the past two years, the Graduate Office at Keene State College has put forth a tremendous effort to coordinate all graduate applications and admissions. Consequently, the application process and the admissions process have been formalized for institutional and programmatic clarity and coherence.

Admission to the Educational Leadership program consists of an application, three letters of recommendation, transcripts of previous academic work, an admissions essay, a self-assessment in terms of strengths in knowledge and skills and a perspective on being an agent of change. Praxis I scores or a current certification and a structured interview with a Keene State College faculty member are required. Before a potential candidate may be admitted to the Educational Leadership Program, the candidate must have at least two years of full-time school experience.

Formal assessment of the candidate's ability to demonstrate knowledge, skills and dispositions associated with effective school leadership progresses along the following timeline:

- a. Pre-assessment at the application stage with letters of recommendation referencing demonstrated instructional leadership, writing and communication skills.
- b. Formative assessment during classroom instruction, course assignments and class projects.
- c. Formative assessment with the Professional Learning Plan and beginning Portfolio
- d. Summative assessment in course grading
- e. Summative assessment with the Vision Essay
- f. Summative assessment with the Educational Leadership Case Study
- g. Summative assessment at the end of each semester
- h. Ongoing collaborative effort of Keene State College faculty members with area school districts and intern mentors.

As suggested in the SPA feedback, the *Vision Essay* is now in the first semester of the program where it will contribute to candidates' demonstration of foundational content knowledge. In addition, a second assessment, the *Educational Leadership Case Study: Budgeting and Management*, will be at the end of the second. Scores on both of these assessments as well as candidate performance in the initial courses will determine whether or not a candidate will be able to move forward in the program.

The Keene State Educational Leadership program is designed to help educators attain a level of excellence in school leadership. The program provides conceptual and theoretical knowledge as well as practical field experiences within a broad context of educational leadership. All candidates must have at least two years of successful school experience before being admitted to the program. The Master's degree and the Post-Master's licensure program prepare individuals to assume leadership roles at the building level.

The Educational Leadership faculty works closely with colleagues in the Graduate Program to craft meaningful culminating activities for our candidates. Through the newly-designed Demonstration of Professional Leadership and through the internship experience, candidates have the opportunity to demonstrate their knowledge, skills, and dispositions to their professional learning community. We serve as a clearing house for employment opportunities through our rich network of partnering schools and through professional organizations such as state principals associations to provide many opportunities for employment.

*The application process can be viewed at <http://www.keene.edu/admissions/forms.cfm>.*

#### **4. Description of the relationship of the program to the unit's conceptual framework.**

The goals and objectives of Keene State College's Master of Education Program are embedded in the standards for school leaders identified by the Educational Leadership Constituent Council.

Specifically, the goals are to prepare an educational leader who promotes the success of all students by:

- 1) Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community,
- 2) Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff,
- 3) Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment,
- 4) Collaborating with families and other community members, responding to diverse community interests and needs, mobilizing community resources,
- 5) Acting with integrity, fairly, and in an ethical manner, and
- 6) Understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.

The program is a combination of theory and practice. The program content includes the knowledge essential for effective educational leadership and that will develop professional knowledge, skills and dispositions in the following:

- a. Leadership, including skills in organizing, communicating, problem-solving, collaborating, decision-making, and showing sensitivity to community issues
- b. Development and evaluation of curriculum, instruction, and personnel
- c. Legal issues in education
- d. Finance issues in education
- e. Job-related skills, with particular reference to school-based management, budget planning and management
- f. Current educational issues, including regulations governing federal programs, vocational/technical education, and students with exceptionalities

The Teacher Education Program at Keene State College is founded on a conceptual framework built around the following four concepts:

1. Explore the Dynamic nature of the teaching and learning process
2. Demonstrate professional and ethical behaviors that meet high expectations and standards
3. Understand the world from multiple perspectives
4. Contribute to a just and equitable world

These key concepts help to guide the work and decisions made within the Educational Leadership program. The program at Keene State College was first connected to the ISLLC standards and now is with aligned to the ELCC standards. The coursework, research, readings and field experiences are built around these standards. The mission of the program area is to improve the quality of education that students receive in schools through the sound preparation of professional leaders who have an emphasis on school improvement and increased student achievement.

Within our unit's conceptual framework is the statement "Explore the Dynamic nature of the teaching and learning process". School leadership requires an understanding of this dynamic and

it is a concept that we explore throughout our program. Candidates explore the dynamic of the learning process in class and related activity. The program recognizes varieties of ways of learning and knowing and embraces the different experiences our students bring to the program. Differences are to be celebrated and utilized to form broader understandings of the student, the school and the school community.

Understanding the world from multiple perspectives is a vital skill within our educational leadership program. School leaders need to understand the larger context, often in the political arena which consists of a variety of opinions and perspectives which greatly affect human and fiscal resources.

Effective leadership is a critical component in building learning communities. Strong, knowledgeable and ethical leadership at the building level is essential for student achievement and the professional development of staff. The aim of Keene State College's Educational Leadership program is to prepare outstanding instructional leaders. The focus is to prepare leaders in our graduate program who focus on society's need for a quality education for all students. We accomplish this through the Master's degree and through our Post-Masters K-12 administration and supervision licensure program which prepares qualified candidates to provide the instructional leadership in education. The Education programs at Keene State College were reviewed and approved in June of 2005 by the New Hampshire Council of Teacher Education, which is part of the State Department of Education, and approved for six years.

We adhere to a scholarly agenda in the study of school leadership. Course activities include research-based projects, professional seminars, extensive reading, online components of courses and a comprehensive internship program. Candidates use a professional learning plan for students to monitor and guide their learning opportunities from the beginning of the program to its conclusion.

**5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system.**