

Keene State College Educational leadership Program

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.

Our candidates are diverse in terms of their experiences in the field of education. They are all practicing professionals: school psychologists, music teachers, math and computer teachers, guidance counselors, English teachers, computer coordinators, and elementary teachers to name a few. Candidates reflect a range of gender, family, ethnic, and cultural backgrounds, and they are employed in a variety of educational settings (public, private, rural, small city) and with different ages and content (elementary, middle school, K-8, early childhood, special education, etc.) from New Hampshire, Vermont, and Massachusetts.

Since the last report from the representatives of the Educational Leadership Constituent Council (ELCC) 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 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".

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. Following consultation with Dr. Margaret Crutchfield since our last SPA review (see email copy at the end of this narrative), a new SPA report with appropriate evidence to support standards achievement will be submitted for this program during fall 2011. 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. Additionally, an Educational Leadership Program Handbook is currently under construction.

How have you used your data to make changes in the following areas of your program?

a. advisement practices:

A Program Coordinator has been formally established for the program who services as the advisor for students in the program. All candidates have a formal interview with the faculty member before admission to the program which includes a candidate's self-assessment of the Unit's dispositions. The

formal interview and initial advising practices have been updated. To view the 2009 Graduate Application, see http://keenestateinfo.com/gradstudies/wp-content/uploads/2009/01/app-and-rec-form-grad-2009_typewriter1.pdf.

b. assessment and curricular practices or tools:

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.

For a list of current assessments and a status report see the file, “Section II SPA Assessment List and Current Status”. This list shows which assessments are included in the TK20 system and which ones are in progress. Note that some of the assessments will not be implemented with the new cohort until Spring 2010 and Fall 2011. Also, the newly designed SPA assessments can be found in the folder, “Fall 2009 Program Assessment Realignment in Response to 09 SPA”.

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. Significant effort is underway to solidify the alignment of assignments/assessments to ELCC standards. See attached for an updated description of the field experiences in the Educational Leadership program. SPA reviewers noted inconsistencies concerning evaluation of candidates and clarity of expectations. Also, see Assessment 4, *Educational Leadership Internship Evaluation* for further information about program improvements related to the internship experiences.

2. How do evaluation instruments and feedback from pre-service candidate and partners (formative/summative) directly inform your program design and delivery?

The assessment system is currently under development and will be implemented during the redesigned internship experiences in 2010-2011. Previous data gathered and SPA reviewer comments have guided our program development related to our field experiences and curriculum.

3. How is technology used in your program curriculum

- a. Tk20 system for program assessment data collection
- b. Blackboard as learning platform for the online learning component in the program-course communication, sharing of information, course documents, discussion forums
- c. Powerpoint is used for instruction and projects

- d. Email consultation
- e. Inspiration is used for instruction and communication

Future goal: to have all candidates proficient in Excel (as a data analysis tool) and SmartBoard use. Electronic portfolio through Tk20 system as implemented through the Unit.

4. For your program, please list all forms of technology used to develop and / or reinforce content mastery for our pre-service candidate and in service candidates

- a. PowerPoint presentations
- b. Word processing and spreadsheet development
- c. Mapping software (e.g., Inspiration)
- d. EBSCO and other library online search engines
- e. Blackboard use for communication between students and with faculty

5. How have you made program adjustments and changes through the examination of dispositional data (include unit and SPA related dispositional data) for our candidates over the past three years?

Since the new program is in its first year, we have not made changes based on dispositional data although we have collected dispositional data from candidates in the past which has informed our work. Candidates are all required to self-assess their dispositions and three references for candidates are also required to complete a dispositional assessment as part of the admissions process (see candidate recommendation form at: http://keenestateinfo.com/gradstudies/wp-content/uploads/2009/01/app-and-rec-form-grad-2009_typewriter1.pdf). Ongoing documentation of candidate dispositions will need to be included in the key assessments under consideration as we have observed occasional examples of dispositional concerns, such as meeting deadlines or use of formal technical writing conventions. We have had to address these concerns on an individual basis and these have traditionally been noted on the internship evaluation form.

ATTACHMENT: Educational Leadership Internship Field Experiences

UPDATED 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, this 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.

Correspondence with Dr. Margaret D. Crutchfield regarding plans for English Education and Educational Leadership Programs following 2008 SPA Submittal

Dated 10/14/2009

Yes, I agree. It would be better to wait to resubmit until you have at least one semester of data on new assessments.

Margie

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-----Original Message-----

From: Cuper, Prudence [mailto:pcuper@keene.edu]
Sent: Wednesday, October 14, 2009 9:58 AM
To: Margie Crutchfield
Cc: Treadwell, Melinda; Bauer, Dottie
Subject: Request for Verification - Keene State College

Good Morning Margie,

I hope things are going well for you this fall. I want to thank you again (on behalf of the entire Keene State NCATE team) for the generous counsel you have offered us over the past three years. As we prepare for our Focus Visit in early November, I wanted to check in with you to verify a point you made to Dean Melinda Treadwell and me when we spoke with you in late spring (2009) about our accreditation status.

All of our SPAs are now fully accredited with the exception of Educational Leadership and English Education - two relatively small KSC programs. As we discussed with you, both of these programs have undergone significant curricular change (and subsequent change in key assessments) since we submitted the last SPA reports (in Fall, 2008). We have followed your good advice and are in the process of working with SPA consultants appropriate to each of these programs as we complete revisions and begin collecting data using our new assessments. We asked, when we spoke with you, about waiting to submit the next SPA reports for each of these programs until we had sufficient data. The notes Dean Treadwell and I have from that conversation have a positive response to this question - that, in fact, it is up to us when we want to resubmit, but that waiting until there is enough data to demonstrate how the assessments are being used for program improvement, makes good sense. This certainly makes sense to us too - but we wanted to be sure that we were in agreement on that point as we discuss this aspect of our collective work with our BOE team in November.

Thank you again, Margie, for all the help you have given us.

