

Section I- Context

Since the reception of the 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. The first major change is that the people who wrote the previous report and who taught the program have moved on. The second major change is that the College has dissolved the one-year intensive, experiential program (Principals Residency Network) while maintaining the more traditional course by course delivery model. The third major change to this report is that new assessments have been created for each standard and data from the past year (AY 2007-2008) is provided for four of the eight assessments. The last major initiative is that there is a new program model for Educational Leadership involving new content and a delivery model of one-third classroom, one third field-based and one third via technology. This new model will be presented to the Education Department in September, 2008, to the College Senate in October, 2008 for adoption in fall 2009.

Conceptual Framework

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.

Goals and Objectives

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

Field and Clinical Experiences

The role of field experiences and the practicum/internship are crucial to the successful development of a school leader. Each course includes a project that requires field experience. These projects range from developing a school mission statement to collecting and using data for school curricular improvement.

Our internship has a minimum three-hundred hour requirement. This is completed over two semesters with a minimum of 150 hours per semester of work related to being a school leader. These hours are documented through the lens of the Professional Learning Plan, based on the ELCC standards. Each activity is documented in a log kept by the candidates who work closely with a building administrator. It is expected that under the guidance of their supervising administrator each intern will also have experiences at a level other than their current school. This may involve shadowing another principal or working on projects for a school of a different level.

Intern supervisors receive the rubric and guide to the ELCC standards as reference tools to collaboratively assess the progress the intern is making. It is the responsibility of the intern, the internship mentor and the college supervisor to see that the intern receives the necessary breadth of experiences in order to demonstrate the competencies as outlined in the ELCC standards. Interns complete artifact cover sheets which document their experiences and demonstrate their understanding of the concepts and content of educational leadership. A key element of the artifact process is the reflection on each learning experience. Interns also maintain a time log to ensure that the work they do is distributed over all areas in the ELCC standards.

In summary, our detailed field experience (ESECEL 697) joins theory with practice in an ongoing, supervised approach. It consists of the following components:

- a. Minimum of 300 clock hours of supervised internship with a plan to cover all standards. This is done through careful recording of artifacts, internship activities and hours to record learning opportunities within each ELCC standard.
- b. the joint supervision of a university professor and preferably the school principal
- c. a full range of school experiences with evaluations from the university and the building supervisor
- d. a detailed field log with journal entries to document designated administrative competencies/proficiencies and subsequent reflections

Admission, retention and exiting the program

Admission to the Educational Leadership program consists of an application, three letters of recommendation, transcripts of previous academic work, an essay related to experiences working with children of school age, 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.

Formal assessment of the candidate's ability to demonstrate skills 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
- d. Ongoing collaborative effort of Keene State College faculty members with area school districts and intern supervisors.

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 Post-Master's licensure program has the same objectives as the Master's degree program.

The Educational Leadership faculty works closely with colleagues in the Graduate Program to craft meaningful culminating activities for our candidates. Through a Capstone Project 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.