Demonstration of Professional Leadership is a research experience that all students in the Masters of Education programs participate in during their studies at Keene State College.  For students in the Curriculum and Instruction (Professional Track) and Special Education Masters of Education options at Keene State College the Demonstration of Professional Leadership is a year-long culminating experience that is framed by the following:

**EDUC 670 Educational Research Foundations** (3 credits) is offered in the summer to familiarize students with strategies for identifying, analyzing, and evaluating educational research. Students are introduced to research concepts and instrumentation in qualitative and quantitative research and begin exploring research design.

In the fall students take **EDUC 675 Educational Research Design** (3 credits) and continue to explore the practical application of research in educational settings to research-based school reform initiatives. Students focus on refining a research design for systematic inquiry of a problem/issue in school. During the fall semester students complete a comprehensive literature review on their research topic and develop research tools.  Students are expected to have all documentation for the KSC Internal Review Board completed by the end of the semester.

The 12 credit experience ends with **EDUC 680 Educational Research Capstone** (6 credits) in the spring semester.  Students are expected to implement the research tools they developed in EDUC 675.  Students learn to analyze data collected from their research and develop their professional writing skills to present their findings in a final research report. Findings from their research are presented in a professional exhibition.

Typically students are assigned to a faculty advisor who works with students for the entire Demonstration of Professional Leadership research experience.  Student advisement is individualized and is conducted during phone consultations, via email or in person.  Students work is submitted for peer review and for feedback from their advisor several times before a final submittal for a grade.

There are five core assessments for the Demonstration of Professional Leadership, and these assessments are aligned with the different sections of the final Capstone Research Report.   The assessments are as follows: Proposal Part I and Proposal Part II, Literature Review, Results and Data Analysis and Summary and Conclusion. Data for the first three core assessment are collected twice with a point scale that reflects developmental progress in the areas assessed.

Data collected from the five core assessments for the Demonstration of Professional Leadership is used for advisement practices, student assessment, and curriculum revisions.  The data presented in this report is from students' final assessments in the 2008-2009 Demonstration of Professional Leadership cohort group.  Data

was collected using all five core assessments identified above.   Data collected from interim assessments are not included in this report.

The five core assessment  used for the Demonstration of Professional Leadership have been loaded onto TK20 and students in the 2009-2010 Demonstration of Professional Leadership cohort group will be expected to submit their work to the TK20 system.

1. **How have you used your data to make changes in the following areas of your program?**
   a. **advisement practices:**
   Data is used for advising purposes in multiple ways. Students are provided with the assessment rubrics prior to assessment and are encouraged to use the rubric to assess their own work.  The assessment rubric is also used to guide peer editing.  Once students' work has been submitted for assessment by their advisor for a grade, data is used to help focus individual consultation sessions.  Completed assessment rubrics are sent to the students prior to individual consultations to help them prepare for consultation with their faculty advisor.  Faculty advisors also use the data to look for trends in the data such as evidence of misconceptions, common challenges, and areas of strengths.  These trends are shared with students in class after data is collected.

   b. **assessment practices or tools:**
   Data collected using the 5 core assessment rubrics developed for Demonstration of Professional Leadership are also used to inform our assessment practices and to refine assessment tools. Three of the 5 core assessments have been revised to reflect a developmental progression of understanding of research concepts and technical writing.  Students submit their work for a graded assessment and then meet with their advisor to discuss their work and the advisor's assessment of their work.  Students are then given time to revise their work, and resubmit their work for a second assessment conducted by their advisor.  The point scale changes from the first to the second submission of students' work to reflect new expectations for meeting and exceeding expectations.

   We have found that reviewing data collected using the 5 core assessment rubrics has helped us determine timing of assessments  and when students are ready to demonstrate understanding of skills and concepts being addressed. We have also used assessment data to revise tools to eliminate ambiguity and misunderstanding.  We are currently examining ways to improve how we assess concepts of validity and reliability as they apply them to the design and execution of the research projects.

   c. **curricular design:**
   Data collected from assessment of students' work is also used for curricular design.  For instance, we found that students were challenged by first identifying their research topic and then writing a strong purpose statement supported by a rationale for their research.  We have worked hard to redesign seminar experiences that help students conceptualize their research.  We have also identified a new applied research text to support these efforts.  We have also integrated new technology to support students' learning. For the first time this summer we establish peer editing groups in Blackboard so students could support each other as they

worked to identify a research topic. We also introduced Microsoft Track Changes so students could provide both technical writing supports to each other as well as provide substantial comments to help students strengthen their work. We found this to be particularly useful to students in a hybrid/blended learning course where they do not meet weekly.   It was after examining assessment data from the first submission of students' work for Proposal Part I that led us to the conclusion that we needed to have two submissions of students' work to effectively assess their growth and understanding of key research concepts and technical writing skills.

Assessment data has also helped us to determine timing of assessments.  We found that sometimes students were not ready to demonstrate understanding of specific skills and concepts at the time they were being assessed.  Since a final outcome of the Demonstration of Professional Leadership is a comprehensive Capstone Research Report students have a full year to work on developing their technical writing skills.  Thus, these skills are assessed in all five core assessments.

We have used assessment data to rethink the foci of our presentations in seminars and our seminar format.  Efforts have been made to align assessment rubrics with PowerPoint presentations and seminar format.  Thus, students learn about specific research concepts during focused seminar presentations and class activities, which are reinforced when they are working in groups. Readings are also aligned with specific research concepts being addressed. Capstone Research Reports written by graduates of our program are also made available for our students. All of these experiences provide a scaffold for understanding specific research concepts before they are assessed.

Upon reflection, a great deal of the data driven decision making we conduct  for the Demonstration of Professional Leadership takes place when faculty advisors meet and look at data collected from the first submittal of students' work for the first 3 core assessments.  It is primarily this data that helps us determine advisement practices, assessment, and curricular design as discussed above.  The final submittal of students' work helps us rethink our pedagogies and practices and overall curriculum for the remaining part of the academic year and for the next cohort group entering the Demonstration of Professional Leadership.  We are currently in discussions about the benefits of tracking both the first submittal and final submittal of students' work for all 5 core assessments on TK20.

2. **How do evaluation instruments and feedback from pre-service/inservice candidate and partners (formative/summative) directly inform your program design and delivery?**
   **NA**:  All of our students are certified teachers currently employed in an educational setting. Students use the assessment tools to reflect on their own performance in the development of the components of the Capstone Research Project.  The Demonstration of Professional Leadership is focused on feedback from KSC faculty advisors although the student and , in some cases the faculty, work with schools through the Institutional Review Board (IRB) process and  in

obtaining support and permission for students in the program to conduct their research in a school setting.

3. **How is technology used in your program curriculum---**
   a. **to gather data and inform curriculum**

Technology is used to gather data (TK20) and inform our curriculum (see narrative above). TK20 will also allow us to disaggregate student data from different programs to help instructors better understand students' needs coming from different Masters Programs. Faculty use Blackboard for communication purposes including the use of Group sites that allows groups of students to work together for peer editing. Microsoft Track Changes are used for feedback on written work. Different technologies such as audio recorders or Microsoft Excel are used by small groups of students in the program depending on their individual research needs.

   b. **to engage our pre-service/in-service candidates by modeling best practices in our classrooms?**

We model various uses of instructional technology in our work including the use of PowerPoint presentations, Blackboard discussion groups, course documents, announcements; MS Word track editing; email consulting; and phone consultations. During our instruction we reference documents both in Tk20 system and on Blackboard to show the interaction between our face-to-face instruction and the support students have online.

   c. **to inform the curriculum design and pedagogy with students in the field?**
      **NA:** All of our students are education professionals employed in a school setting.

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
   b. Track Edits
   c. Databases
   d. Blackboard
   e. TK20
   f. Microsoft Graphics
   g. Digital Audio-recorder
   h. Microsoft Office Excel
   i. Scanner

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?**

All potential KSC graduate students including the Granite State transfer students are required to complete a dispositions self assessment using the Education Unit Disposition Form prior to their admission to Keene State College. This dispositions self assessment is made available to faculty who interview Granite State transfer students for admission to Demonstration of Professional Leadership. The dispositions form is also used when a faculty member needs to address and document specific concerns of an individual student.

6. **If you did not provide student work samples demonstrating "did not meet" quality, please explain why:**

   Students in the Demonstration of Professional Leadership have multiple opportunities to revise their written work submitted for assessment. We consult with students until they have a B grade or better. Students with a BC or below in the initial startup of the program (EDUC 675) are advised not to continue in the program or take a leave of absence. Students who choose to continue in the program must maintain a cumulative GPA of 3.0 or higher. Continued revision of written work is allowed on the Capstone Research Report until its final submission in May. Students with extenuating circumstances who do not meet expectations on certain sections of the final Capstone Research Report are given an In Progress (IP) status. A student with an IP status must meet with their faculty advisor to sign a contract of conditions for completion.