

COVER SHEET

**Preparation of Educational Leaders
Educational Leadership Constituent Council**

Please include one copy of this cover sheet with each program report.

SUBMITTED BY: Keene State College

229 Main Street, Keene, NH 03435

Name and address of university

DATE: July 2006

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DATE OF ON-SITE VISIT: _____

PROGRAM AREA(S) FOR WHICH YOU SEEK APPROVAL

 X Principal Superintendent Curriculum Director Supervisor Other (please describe)

PROGRAM LEVEL(S) OFFERED

 X Masters 6th Year/Specialist X Other (Graduate Licensure Program)

Checklist of Materials to be enclosed with the program review document:

- X (1) Explanation of the knowledge and skill base, philosophy for preparation, and goals and objectives of the program.
- X (2) Recommended progression of studies, indicating all required courses or activities for each program area and each degree or certificate.
- X (3) Number of credit hours required for graduation for each of the program areas and degrees offered.
- (4) Number of candidates currently enrolled in the program(s), and the number of graduates from the program(s) at each degree level for each of the past three years.
- X (5) Explanation of where the program is located within the university unit and its interrelationship with other programs in the department or division, and in the university.
- X (6) List of faculty with primary assignments in educational leadership. Include rank, assigned courses, other major responsibilities (if any), status of appointment, and years of experience in some leadership role in elementary and secondary education. The Constituent Council believes that some faculty members should be experienced leaders in schools to add perspective and to enrich discussions among faculty. Do not include vitae.
- X (7) Statement that program criteria has met these program standards.
- X (8) Program Standards Matrix.
- (9) Syllabi for all courses listed on the matrix.
- (10) Selected performance based assessments applicable to program evaluation, either integrated with syllabi or provided as a separate section.
- X (11) Description of how and why the program differentiates among various leadership roles for which program approval is sought.

Note: Institutions may wish to develop an overall matrix of indicators and courses (or programs) as a working guide or to document that the program standards have been met.

Program Overview

#1 Explanation of the knowledge and skill base, philosophy for preparation, and goals and objectives of the program.

Knowledge and Skill Base

No school functions effectively without strong and capable leadership at the building level. The aim of Keene State College's Educational Leadership program is to prepare outstanding instructional leaders. 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. We at Keene State College focus on the goal of preparing 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.

Philosophy for Preparation

The Educational Leadership program is based on current research that developed from the effective schools movement. This movement began the reorganization of what school leadership was all about - increased student achievement. We adhere to a strong research base that includes service-based projects, frequent professional reflection, opportunities for seminars and institutes, and an extensive internship program.

Goals and Objectives

The goals and objectives of Keene State College's ME D 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.

Objectives of the Masters of Education, Educational Leadership and the licensure program.

- 1) Program content that includes the general knowledge essential for effective educational leadership and that will develop professional knowledge and competence 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
- 2) A detailed field experience (ESECEL 697) joining theory and practice that is characterized as follows:
 - a. 300 clock hours of supervised internship with a plan to cover ~~various areas~~ all standards
 - 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
- 3) Formal assessment of the candidate's ability to demonstrate skills associated with effective school leadership along the following timeline:
 - a. Pre-assessment at the application stage with letters of recommendation referencing demonstrated instructional leadership skills and interview
 - b. Mid-assessment during the classroom instruction stage with Vision Paper, Learning Plan, case studies, service projects for the school and/or division
 - c. Post-assessment at the Portfolio Exhibition and Oral Challenge
- 4) Ongoing collaborative effort of faculty members with area school districts and administrators.
- 5)

The Keene State Educational Leadership program is designed to help educators attain the highest level of excellence in school leadership. The Master's degree and the licensure program prepare individuals to assume leadership roles at the building level. The program provides conceptual and theoretical knowledge as well as practical field experiences within a broad context of educational leadership.

Both programs emphasize building visionary leaders with a special emphasis on the practical aspects of school administration. Both programs foster opportunities to obtain an understanding of the knowledge, research, skills, practices, and attitudes via classroom and field-based experiences and service projects designed to enhance instructional leadership and thereby increase student achievement.

The licensure program has the same objectives as the Master's degree program, however, this is designed for teachers who already have a Master's degree and at least two years of successful teaching experience.

#2 Recommended progression of studies, including all required courses or activities for each program area and each degree or certificate.

Master of Education in Educational Leadership.

The educational leadership degree program is for teachers who have taught successfully for at least two years, have the recommendation of their principal, and wish to pursue a career in school administration. Candidates are provided preparation for administrative or supervisory roles in education. A 300-hour internship must be scheduled during the last one or two semesters of the program. It is recommended that students take Educational Leadership ESEC 610 (Portfolio) and ESEC

602 (Students, Families, Schools and Society) as the first classes where possible. It is strongly suggested that Research Design (ESEC 601) be taken in the first nine credit hours of the program. Teachers without a Masters Degree are required to take and pass Praxis I as an entry requirement.

Program Requirements

INTRODUCTION TO GRADUATE STUDIES (5 credits)

- ESEC 601 Research Strategies in Education
- ESEC 602 Students, Families, Schools, and Society (2 credits)

EDUCATIONAL LEADERSHIP OPTION (22 credits)

- ESECEL 610 Portfolio Development and Assessment (1 credit)
- ESECEL 621 Organizational Leadership
- ESECEL 622 School Effectiveness and Reform
- ESECEL 631 Staff Selection, Supervision and Evaluation
- ESEC 641 School Law
- ESECEL 652 Budget and Facility Management
- ESECEL 697 Internship (fall)
- ESECEL 697 Internship (spring)

GRADUATE-LEVEL ELECTIVES (6 credits)

CAPSTONE EXPERIENCE (3 credits)

Total Hours Required 36

Post-Masters Licensure Program in Education in Educational Leadership.

The Licensure program has many similar components to the Master's program. It is for teachers who already have a Master's degree and who have taught successfully for at least two years, have the recommendation of their principal, and wish to pursue a career in school administration. Candidates are provided preparation for administrative or supervisory roles in education. A 300-hour internship must be scheduled during the last one or two semesters of the program.

Program Requirements

- ESEC 699 Capstone-~~(I think this is not part of the post masters)~~
- ESECEL 610 Portfolio Development and Assessment (1 credit)
- ESECEL 621 Organizational Leadership
- ESECEL 622 School Effectiveness and Reform
- ESECEL 631 Staff Selection, Supervision and Evaluation
- ESECEL 641 School Law

- ESECEL 652 Budget and Facility Management
- ESECEL 697 Principal Internship (fall)
- ESECEL 697 Principal Internship (spring)

#3 Number of credit hours required for graduation for each of the program areas and degrees offered

Program: Master of Science in Education
 Emphasis: Educational Leadership
 Degree: M.Ed
 Required Hours: 36

Program: Licensure in Educational Leadership
 Emphasis: Educational Leadership
 Degree: None, licensure application K-12 Administrator
 Required Hours: 22

#4 Number of candidates currently enrolled in the program(s), and the number of graduates at each degree level for the past three years

Current number of students enrolled (as of July 2006)

Masters degree program - ?

Licensure program - ?

Graduates

2006 - ?

2005 - ?

2004 - ?

#5 Explanation of where the program is located within the university unit and its interrelationship with the other programs in the department or division, and in the university

Keene State College has three schools: Arts and Humanities, Math and Science and Professional and Graduate Studies. The Education Department is housed in the School of Professional and Graduate Studies and includes Early Childhood, Elementary Education, Special Education and Graduate Studies. Graduate Studies is comprised of Educational Leadership, School Counseling, Special Education and Curriculum and Instruction.

#6 List of faculty with primary assignments in educational leadership. Include rank, assigned courses, other major responsibilities (if any), status of appointment, and years of experience in some leadership role in elementary and secondary education. The Constituent Council believes that some faculty members should be experienced leaders in schools to add perspective and to enrich discussions among faculty. Do not include vitae.

Faculty Chart

Name	%FT	Rank	Degree	Experience	Courses	Workload
Tom McGuire	100	Instr	ABD	13 class		610
12/12					6 admin	
652				6 college		641

697

622

699

Mark Taft	100	Instr	Masters	4-11 class	27 admin	621
622					3 college	

697

631

~~699~~

NOTE: **Class** denotes public school classroom experience. **Admin** denotes public school administrative experience. **College** denotes years of higher education teaching.

#7 Statement that program has met the criteria.

The Keene State College program in Educational Leadership has met the established criteria.

PROGRAM STANDARDS

Program Standards

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Program Standards		Evidence: Performance Data, Experiences, and Courses - Appendix A - Syllabi
1.1 Develop a Vision	a. Candidates develop a vision of learning for a school that promotes the success of all students	Candidates are introduced to an ongoing project known as the Vision Paper. This project is developed during each class and during the year-long residency and is completed only when all other work is finished. This becomes a central part of the graduation portfolio and is amassed in the following classes: ESECEL 610, 621, 622, 631, 641, 652 and 697. Students are required to develop a strategic plan that fits into their vision for a school unit. They must develop this plan based on an established rubric and are assessed accordingly. During each class and

		schoolhouse-based experience the student's Vision Paper is enhanced and refined until it is exemplary. At each stage the students must reflect on their growth and document through artifacts and reflection their learning.
	b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	ESECEL622 focuses heavily on how school leaders best function when they are aware of the complex social and interpersonal dynamics in our diverse culture. Each of the other class and field-based experiences also focus on these issues. ESEC 602 is one of the first courses students must take to be in our program and its sole purpose is to focus students on these issues. Students show growth and knowledge through reflection, projects, class presentations, artifacts and portfolio presentations. The Vision Paper is once again woven throughout the experience and is continually assessed for depth and clarity by the instructors.

1.2 Articulate a Vision	a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.	A written reflection is required for each assigned reading and is based on ELCC Standards. Students chart their progression through our program via their Learning Plan and Vision Papers that follow them from class to class and experience to experience. Each of the aforementioned classes have the vision component as a major requirement.
	b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.	Every student is immersed in Action Research beginning with ESEC 610. Each subsequent class has the requirement of a culminating Graduate Project that is predicated upon students demonstrating and reflecting upon their proficiency in identifying school issues and then employing proven research based methodology to remediate that problem. All students are well versed in using empirical and normative data and thorough literature review processes as tools to create viable and sustainable solutions to complex school and community issues. The results are assessed through reflections, rubrics, peer feedback, research results and artifacts

1.2 Articulate a Vision	c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.	This facet is at the heart of the drive to elicit clear, passionate and workable visionary interventions to the multifaceted issues that will be confronting students upon their completion of the program. This, once again, is a mainstay of all our coursework in the
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		Educational Leadership Program.
1.3 Implement a Vision	a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.	In ESEC 602, experienced Education Department Faculty work with incoming students to develop an awareness and sensitivity to these issues. This collaborative effort enables the Educational Leadership faculty to move expeditiously toward the creation of an in-depth school vision.
	b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).	<u>IN ESECEL 621 students have a school based project that requires them to implement a project that connects to their vision.</u>
1.4 Steward a Vision	a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.	<u>Readings and the reflections and discussions that follow develop the communication skills to build a shared vision.</u>
1.4 Steward a Vision	b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.	<u>ESECEL 621</u>
	c. Candidates assume stewardship of the vision through various methods.	
1.5 Promote Community Involvement in the Vision	a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.	<u>ESECEL 621</u>
	b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.	

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Program Standards		Evidence: Performance Data, Experiences, and Courses
2.1 Promote Positive School Culture	a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.	ESECEL 622
2.2 Provide Effective Instructional Program	a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.	ESECEL 622
	b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs	ESECEL 631
	c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	
2.3 Apply Best Practice to Student Learning	a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.	ESECEL 631 ESECEL 622
	b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.	ESECEL 622
	b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.	ESECEL 622
2.3 Apply Best Practice to Student Learning	c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.	ESECEL 622

2.4 Design Comprehensive Professional Growth Plans	a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.	ESECEL 631	
	b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.	ESECEL 631	
	c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.	ESECEL 631	

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Program Standard		Evidence: Performance Data, Experiences and Courses	
3.1 Manage the Organization	a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.	ESECEL 621, 631, 652	
	b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.	ESECEL 621,631,652	
	c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.	ESECEL 652	
3.2 Manage Operations	a. Candidates demonstrate the ability to involve staff in conducting	ESECEL 652	

	operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.	
	b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.	ESECEL 631
	c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.	ESECEL 641

3.3 Manage Resources	a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.	ESECEL 652
	b. Candidates creatively seek new resources to facilitate learning.	ESECEL 622,652

3.3 Manage Resources	c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.	ESECEL 652
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Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Program Standard		Evidence: Performance Data, Experiences and Courses
4.1 Collaborate with Families and Other Community Members	a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.	ESECEL 621, 622
	b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.	ESECEL 621,622
	c. Candidates demonstrate the	ESECEL 621,622

	ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.	
	c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.	ESECEL 621.622

4.1 Collaborate with Families and Other Community Members	d. Candidates apply an understanding of community relations models, marketing strategies and processes, data based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.	
	e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.	
	f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.	
	g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.	
	h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.	

4.2 Respond to Community Interests and Needs	a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.	
	b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.	

	c. Candidates provide leadership to programs serving students with special and exceptional needs.	
	d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.	

4.3 Mobilize Community Resources	a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.	
4.3 Mobilize Community Resources	a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.	
	b. Candidates demonstrate how to use school resources and social service agencies to serve the community.	

4.3 Mobilize Community Resources	c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student	
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Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Performance Standard		Evidence: Performance Data, Experiences and Courses
5.1 Acts with Integrity	a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	
5.2 Acts Fairly	a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	
5.3 Acts Ethically	a. Candidates make and explain decisions based upon ethical and	

	legal principles.	
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Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Program Standard		Evidence: Performance Data, Experiences and Courses
6.1 Understand the Larger Context	a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.	ESECEL 621,622
6.1 Understand the Larger Context	b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.	ESECEL 641, ESECEL 622