

SECTION V – USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE KSC Educational Leadership Program

The National Recognition Report dated March 15, 2007 sent to Keene State College by the reviewers from ELCC, stated that the vast majority of standards were not met. The theme of the report was that the assessments were too vague and did not demonstrate connections to the standards. The criticism from the ELCC Council was taken seriously and hopefully the reviewers of this report will see marked improvement in rubrics, scoring guides and the data that were collected. The two previous authors of the report are no longer at Keene State College and a different faculty member wrote the revisions to this report.

Throughout the recent academic year, rubrics and scoring guides were developed, revised or edited and data collected for assessments 3, 4, 6 & 8. During summer, 2008, rubrics were developed for assessments 1, 2, 5 & 7 to be implemented during the fall semester 2008.

The first impact of using rubrics and scoring guides in syllabi and with candidates in courses was that the ELCC standards became eminently visible. The productive discussions of national standards for school leaders connected class conversations to a larger context. In addition, these dialogs led to analysis, reflection and comparison to our New Hampshire state standards.

The second impact of seeing the data as a whole is that we need to pay greater attention to the larger community. In our program we need to have a greater focus on the school and community. We have designed a new course to focus on community involvement, marketing strategies, business and community partnerships and social service agencies. Analysis of artifacts in Assessment # 6 provided the evidence that we need to redouble our efforts in this area.

The third area of focus is that we must follow-up with our employers and seek input on the knowledge, skills and dispositions of our graduates. We need thoughts and opinions for the educational community to help us make revisions and changes as appropriate. A new Assessment 5 will be implemented this fall for our recent graduates who are in an educational leadership position.

The fourth area which will gain more focus is data-based research strategies. As a result of the ELCC report, we have designated a curriculum management project which engages many members of the school community with the goal of improving the learning of all students. A by-product of this project is a vehicle to enhance the development of professional learning communities in schools. Data-driven decision making will be a consistent theme in each course.

The fifth area which was impacted was our admissions process. Candidates must now self-assess using a dispositions assessment in terms of communication skills, ethical principles, collaboration ability, understanding of diversity and honesty and integrity.

Now is the time to redesign and recreate the Educational Leadership Program. With the ELCC standards in mind and the feedback from the national report, a new program is in process. Using the data from the assessments that we have, being guided by new assessments to be implemented in fall 2008 and different faculty in the program, it is time to seize the opportunity. Newly created rubrics will help us to keep on track in terms of national standards.

