U A L R

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP

EDUCATION ADMINISTRATION AND SUPERVISIOM
EDAS M. ED

ANNUAL ASSESSMENT REPORT
MARCH 15, 2012
FOR THE REPORTING PERIOD
AUGUST, 2010 –JUNE, 2011
AUGUST, 2011-JUNE 2012

FOR QUESTIONS ABOUT THIS REPORT, PLEASE EMAIL THE COE ASSESSMENT COORDINATOR, DR. BRUCE SMITH, COE ASSOCIATE DEAN
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SECTION I—CONTEXT

1.1 State and Institutional Policies

The University of Arkansas at Little Rock (UALR) is Arkansas' metropolitan university, located in the cultural, political, medical, financial, and geographic center of the state. The university's graduate and professional programs enroll approximately 1 in 5 students at UALR. That puts UALR at the top among Arkansas' colleges and universities in the percentage of students who are enrolled in graduate and professional programs. The graduate student body at UALR is also the most racially diverse among the schools in Arkansas. In combination, these characteristics create an exciting environment in which to explore and study. The Educational Administration and Supervision Program at the University of Arkansas at Little Rock is housed in the College of Education, Department of Educational Leadership located in H. Tyndall Dickinson Hall on the fourth floor at the University of Arkansas Little Rock, Little Rock, Arkansas.

The Arkansas Department of Education requires applicants for an Initial Building Level Administrator License to have successfully completed the following requirements: the Master of Education degree in Educational Leadership P-12 (MEd); Internship, Portfolio Development which is assessed by the University's Educational Leadership faculty and at least one external practicing administrator; and have a minimum of four years teaching experience, with three years at the grade level in the area of the licensure sought. The candidate must complete a program of study at the Master's level or above and pass the SLLA with cut score 158.

Post-baccalaureate candidates seeking school leadership licensure apply to the UALR Graduate School and specify the Master of Education degree (MEd) in the Educational Supervision and Administration (EDAS) program in the Department of Educational Leadership. Candidates complete a program of study and follow the MEd degree sequence. The Building Leadership Program meets all standards set forth by the Arkansas Department of Education (ADE) in the Administrator Licensure Completion Plan (ALCP), the Educational Leadership Constituent Council (ELCC), and the National Council for Accreditation of Teacher Education (NCATE). This program is also governed by both state and institutional policies, guidelines, and procedures.

The Master of Education (MEd) Program has received national recognition from the National Council for Accreditation of Teacher Education (NCATE) for an outstanding Educational Administration Program. This report is being utilized as an example for other universities/colleges with similar programs.

1.2 EDAS Field and Clinical Experiences

The internship runs concurrent with courses so candidates combine academic instruction and practical experience simultaneously. In addition, the combination of coursework and practical experience requires in-depth reflection and provides opportunities to apply information gained in an academic setting. Internship students take the Administrative Internship (EDAS 7380), a three-hour course twice. The clinical practice occurs during the Fall semester and the following Spring semester of their final

year in the program with activities and performance requirements of 400 hours. The internship provides the opportunity to synthesize and apply knowledge, and develop and practice administrative skills in diverse settings under the direction of a Site Supervisor (a practicing administrator) and University Supervisor. The internship centers on the preparation of effective school leaders. Further, the Leadership Program Checklists and the Internship Handbook, used in the advising process for the MEd program, articulate the Core Course Modules in Foundations and Leadership, stipulate the P-12 Administration coursework, and fully characterize the requirements of the Administrative Internship. However, each internship is individually prescribed as approved by the University and Site Supervisors in cooperation with the candidate and runs concurrent with instructional modules so each candidate combines academic instruction and practical experience simultaneously.

The Educational Administration and Supervision Program (EDAS) at the University of Arkansas – Little Rock (UALR) provides candidates an internship, which integrates strategic, instructional, organizational and contextual leadership standards into the workplace environment. First, the internship provides significant opportunities in the workplace to synthesize and apply the knowledge and to practice and develop the skills, identified in the educational leadership preparation program. Secondly, substantial in-school experiences increase in complexity and amount over a two-semester time period. Thirdly, the interns establish relationships with school leaders and clinical professors who guide them through the leadership preparation program with appropriate experiences. Finally, the intern experiences include direct interaction and involvement with students, staff, parents, other school and district administrators, board members, and community organizations. When coupled with integrating experiences through related cohort course work, the outcome develops into a powerful synthesis of knowledge and skills useful to practicing school leaders.

The Site Supervisor has appropriate administrative certification and licensure, attends orientation and staff development sessions at the university, signs, and returns Internship Agreement and Site Supervisor Data forms, introduces intern to faculty and staff of the school at a faculty meeting or other appropriate occasion. This facilitates the assistance and cooperation of faculty/staff with the candidates and develops an appropriate individual plan of experiences for the Intern. Additionally, the Site Supervisor observes and provides feedback to the Intern concerning performance of internship activities and evaluates the Intern during the internship and at the culmination of the internship experience completes evaluation report and disposition checklist.

The University Supervisor/Coordinator approves the internship proposal, confers with Site Supervisor and Intern on individual internship plans, provides orientation and staff development for Site Supervisors, and communicates with the Site Supervisor and Intern at the assigned school during the semester. Furthermore, reviews of Site Supervisor candidate evaluations of the Intern and confers with the University Supervisor, assists in solving problems that may arise, and evaluates the Intern's portfolio, journal, and internship experiences.

1.3 Criteria for Admission, Retention, and Exit from the Program

All applicants in Educational Administration and Supervision must satisfy academic background requirements that address their qualifications. A successful candidate to the Master of Education degree must have a baccalaureate degree from a regionally accredited institution, accumulative grade point average of at least 2.75 (4.0 scale) or 3.0 in the last 60 hours, or a master's degree from a regionally accredited institution with a 3.0 GPA. Applicants must also possess a valid teacher license, evidence of two years teaching experience at a level appropriate to the individual's program emphasis, two letters of reference, an autobiographical data form, and a recommendation of the program advisor. An applicant who does not meet the regular GPA requirement may qualify for conditional admission.

On September 26, 2007, EDAS faculty submitted to the Admission, Retention and Exit Committee the following changes for conditional admission to the program, effective spring 2008. A candidate must meet two of the four following requirements: (1) Cumulative Baccalaureate GPA of 2.5 (4.0 scale), (2) GRE Verbal of 370, (3) Quantitative of 430 and (4) Analytical Writing 3.0. Once admitted, the candidate must take the following courses as an indicator of their scholarly work during the first 12 hours and maintain a GPA of 3.5: (1) EDAS 7300 Foundations of Educational Administration, (2) EDAS 7304 Supervision of Learning Services, (3) EDAS 7305 The Principalship, and (4) EDFN 7303 Introduction to Educational Research.

Requirements for this degree include a minimum of 36 hours. The applicant may transfer up to 12 hours of comparable graduate administration courses taken within 5 years of program admittance at a regionally accredited institution. The culminating experience will be the candidate's Master's Degree Portfolio Presentation to the program faculty and comprehensive exams.

RETENTION
Candidate retention is monitored throughout the program of study. Candidates must maintain a 3.0 GPA throughout the program, and satisfactory internship/portfolio progress. Faculty advisors monitor the progress of candidates for the Master of Education degree. If a candidate receives a grade of "C" in a course, it raises a "red flag," and if the candidate receives a second "C," the faculty advisor schedules a mandatory conference to ensure the candidate understands the significance of the problem and establish an academic plan to change the course of the poor performance that includes but is not limited to tutoring, study groups, extra credit assignments to ensure the knowledge and skills are gained, or internship activities to demonstrate the candidates performance.

EXIT FROM THE PROGRAM
Requirements for exiting the program are Minimum 3.0 GPA, completion of all required course work, satisfactory completion of the internship, and acceptable performance on the Comprehensive Examination.

The comprehensive examination is the capstone activity for program completion for the Masters degree. The comprehensive examination evaluates the candidate's ability to integrate knowledge of educational administration, display critical and independent thinking, research skills, and demonstrates mastery of the field. The results of the examination provide evidence of independent thinking, appropriate organization, high-level writing competency, critical analyses, and accuracy of documentation.
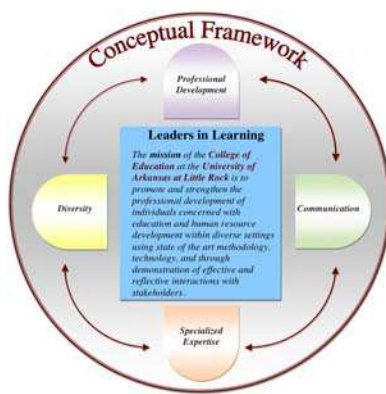
The Master of Education degree program comprehensive examinations are based on a three-fold framework: (1) A thorough analysis of what is known about effective educational leadership at the school level (2) a detailed examination of the best thinking about the types of leadership that will be required for tomorrow's schools citing research findings (3) a synthesis of the thoughtful work on administrator standards developed by various national organizations, professional associations, and reform commissions.

The purpose of the comprehensive examinations is to encourage candidates who are nearing graduation to engage in a systematic review of their coursework and become more familiar with the professional resources relevant to the field of educational administration. The exam also provides faculty with one form of evidence to make determinations regarding candidates' readiness for graduation.

The composition of the Master of Education degree comprehensive exams presents a case study or scenario typically encountered by principals. Using the information in the document, the candidate responds to the questions raised at the end of the document. The questions draw upon knowledge representing the entirety of the program of study. The scope of the entire exam spans the Master of Education degree coursework and internship experience. Candidates earning an overall passing average, but receiving a "basic" level of competence on one or more questions are permitted to retake all those questions.

1.4 Relationship of the Program to the Unit's Conceptual Framework.

Since its inception, The College of Education (COE) through continual self-reflection, assessment, and collaboration with candidates, other university programs, public school professionals, parents, guardians, families, students, community stakeholders, and other individuals charged with the well-being of P-12 learners, has both transformed its programs and added new programs over the years. The graduate program in EDAS MEd is designed to provide challenging and rewarding educational experiences. The overall goal of the COE is to prepare professionals who contribute to the positive development of persons, the development of effective schools for all children and youth, and to the alleviation and prevention of many of today's problems. The overall vision evolved for the professional education programs at UALR as *Leaders in Learning*. The representation of the unit's conceptual framework, below,

visually communicates the overarching themes for educational professionals.

The P-12 Building Level Administration program is grounded in knowledge and skills related to societal and cultural influences on education and in formal schools; policies and practices associated with lifelong learning and teaching; educational improvement; organizational theory; methodologies of organizational studies and policy analysis; leadership and management processes and functions; policy studies and the politics of education; and moral and ethical dimensions of educational leadership. The conceptual framework of the COE is represented in the program area through specialized expertise, professional development, communications, and commitment to diversity. COE graduates exhibit professional expertise by using research-based knowledge of learning, instruction, curriculum design, and leadership to optimize learning for all students. These candidates participate in personal professional growth activities reflecting a commitment to life-long learning and best practices. They effectively communicate with parents, students, faculty, administrators, staff, board members, and community members throughout the clinical practice and instructional activities presented in the graduate courses. With this as the foundation, they demonstrate a commitment to diversity by promoting equitable learning opportunities and success for all students and members of the educational community.

The relationship of the program to the unit's conceptual framework is specified in each course syllabus, where each component of the model is identified as either a major or a minor theme. The Core Course and Credit Hours include EDAS 7300: Foundations of Educational Administration (3), EDAS 7301: Administration and Assessment of Curricular Programs (3), EDAS 7302: School Finance and Human Resource Allocation (3), EDAS 7303: Education Law and Ethics (3), EDAS 7304: Supervision of Learning Services (3), EDAS 7305: Principalship (3), EDAS 7309: Building Coalitions in: School and Community (3), EDAS 7310: Facilitation School Improvement (3), and EDAS 7380: Administrative Internship (6),

The following table identifies how each course contributes to each of the unit's conceptual framework theme/outcome. The identifiers across the table indicate the specific theme/outcome and the identifiers of the course modules in the left column are listed by hegis number. An upper case "M" indicates a major emphasis and a lower case "m" indicates a minor emphasis for each course listed.

Course Modules	Leaders in Learning	Specialized Expertise	Communicators	Committed to Diversity
EDAS 7300	M	m	M	M
EDAS 7301	M	M	m	M
EDAS 7302	m	M	m	M
EDAS 7303	m	M	M	M
EDAS 7304	M	M	M	M
EDAS 7305	M	m	M	M
EDAS 7309	m	m	M	M
EDAS 7310	M	M	M	M
EDAS 7380	M	M	M	M

This foundation forms the standards that constitute the core or what P-12 school administrators must know and be able to do for the improvement of the profession and the enhanced achievement of the students served. The program (a) develops the intellect of our candidates; (b) discovers and disseminates knowledge; (c) enhances awareness in the scientific, technical, and cultural arena; and instills a desire for lifelong learning. The Educational Administration and Supervision program prepares an effective school administrator who: (a) promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school and community; (b) acts with integrity, fairness, and ethics; (c) employs good oral and written communication skills; (d) demonstrates the ability to use technology, telecommunications and information systems to enrich curriculum and instruction; (e) employs knowledge of financial management; (f) exhibits proficiency in problem solving, strategic planning, change process and personnel administration; and (g) utilizes current research in curriculum and school improvement efforts to provide relevant staff development.

1.5 Relationship of the Program's Assessments to the Unit's Assessment System. The MEd program has seven assessments used to evaluate candidate understanding, application, and mastery of ADE, ELCC, and NCATE standards. The assessments include (a) Assessment 1 – School Leaders Licensure Assessment (SLLA), (b) Assessment 2 – P-12 Leadership Comprehensive Examination, (c) Assessment 3 – Clinical Supervision to Improve Student Learning, (d) Assessment 4 – Portfolio and Leadership Growth Presentation, (e) Assessment 5 – the Graduate and Employer Satisfaction Surveys, (f) Assessment 6 – an Educational Law Action Research Project**,** and (g) Assessment 7 – Challenging Entrenched Behaviors Analysis. The following table illustrates how each program assessment relates to the unit assessments and administration points.

Relationships of the Program and Unit Assessments

Assessment Number	Assessment Descriptor	Program Assessment	Unit Assessment	Administration Point(s)
1	School Leaders Licensure Assessment (SLLA)	X	X	Last Semester of Program
2	K-12 Leadership Comprehensive Examination	X		EDAS 7310 Facilitating School Improvement – Completion of Program
3	Clinical Supervision to Improve Student Learning	X		EDAS 7304 Supervision of Learning – Spring Semester
4	Portfolio/Leadership Growth Presentation	X	X	EDAS 7380 Internship – Final Semester of Program
5	Employer Satisfaction Survey	X	X	1 Year after Program Completion
6	Educational Law Action Research Project	X		EDAS 7303: School Law & Ethics – Summer Semester
7	Challenging Entrenched Behaviors Analysis	X		EDAS 7300 Foundations of Educational Administration – Fall Semester

FOR FURTHER INFORMATION:
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ADVANCEMENT TO CANDIDACY
University of Arkansas at Little Rock
Graduate School
Educational Administration and Supervision Program
Master of Education (MEd)

Candidate Name: _____ ID No. _____

Address/Zip _____

Telephone (H) _____ (O) _____ Date Admitted _____

Requirements for the degree include a minimum of 39 hours. The culminating experience will be the candidate's Master's Degree Portfolio Presentation to the program faculty. Prior to admittance, the candidate must arrange and take the Minimum Computer Competencies test available through the Educational Leadership Computer Lab, Dickinson Hall 406. Should the test results be unsatisfactory, the candidate must enroll in IRED 1104: Introduction to Computing. This class is not included in the required MEd Program of Study. The University reserves the right to modify policies and programs of study by supplying candidates written notice of change.

In space to left of course number enter **number of credit hours** for any courses not yet completed and which is to be a component of the candidate's program of study. Enter a **grade** to show for courses already completed. Enter a **W** for a requirement which is waived and the candidate must take an approved elective or a **T** for transfer credit (in which case a Transfer of Credit Request should accompany this form).

Co-requisite Exceptional Child course, SPED 7301, The Exceptional Learner or Equivalent course _____

Institution _____ Date: _____

_____ EDAS 7300, Foundations of Ed Admin	**Research**	
_____ EDAS 7301, Admin & Assess of Curr Prog	_____	EDFN 7303, Intro to Ed Research
_____ EDAS 7302, Sch Fin/Hum Res Alloc	_____	EDFN 7304, Basic Statistics
_____ EDAS 7303, Educational Law & Ethics		
_____ EDAS 7304, Sup of Learning Svc		
_____ EDAS 7305, Principalship	**Internship**	
_____ EDAS 7309, Bldg Coalitions – School/Comm	_____	EDAS 7380, Admin Internship
_____ EDAS 7310, Facilitating Sch Improvement	_____	EDAS 7380, Admin Internship

Computer Competencies Test Pass Date: _____

Candidate _____ Date _____

Advisor _____ Date _____

EDAS Program Coordinator _____ Date _____

Department Chairperson _____ Date _____

COE Graduate Coordinator _____ Date _____

SECTION II— LIST OF ASSESSMENTS

	Name of Assessment[1]	Type or Form of Assessment[2]	When the Assessment Is Administered[3]
1	**[Licensure assessment, or other content-based assessment]** SLLA	Standardized Test by ETS – Required by ADE	Last Semester of Program
2	**[Assessment of content knowledge in educational leadership]** Building Leadership Examination	Written Comprehensive Examination	EDAS 7310 Facilitating School Improvement – Completion of Program
3	**[Assessment of ability to develop supervisory plan for classroom-based instruction]** Clinical Supervision to Improve Student Learning	Clinical Observation and Analysis for the Improvement of Teaching and Student Learning	EDAS 7304 Supervision of Learning – Spring Semester
4	**[Assessment of internship/clinical practice]** Administrative Internship Portfolio and Presentation	Portfolio	EDAS 7380 Administrative Internship – Final Semester of Program
5	**[Assessment of ability to support student learning and development]** Graduate Evaluation of Program, Employer Evaluation of Graduate Performance	Survey	1 Year after Program Completion
6	**[Content-based assessment – application of content]** Educational Law Review Action Research	Action Research Project	EDAS 7303 School Law & Ethics – Fall Semester
7	**Assessment of abilities in organizational management and community relations]** Challenging Entrenched Behaviors Analysis	Analytical Assessment of Leadership Behavior	EDAS 7300 Foundations of Educational Administration – Fall Semester

[1] Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

[2] Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, action research, field experience, state licensure test, portfolio).

[3] Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II			
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 vision of learning supported by the school community.				
1.1 Develop a School Vision of Learning.	☑#1	☐#3	☑#5	☑#7
	☑#2	☑#4	☐#6	☐#8
1.2 Articulate a School Vision of Learning.	☑#1	☐#3	☑#5	☑#7
	☑#2	☑#4	☐#6	☐#8
1.3 Implement a School Vision of Learning.	☑#1	☐#3	☑#5	☐#7
	☑#2	☐#4	☐#6	☐#8
1.4 Steward a School Vision of Learning.	☑#1	☐#3	☑#5	☐#7
	☑#2	☐#4	☐#6	☐#8
1.5 Promote Community Involvement in School Vision.	☑#1	☐#3	☑#5	☑#7
	☑#2	☑#4	☐#6	☐#8
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.				
2.1 Promote a Positive School Culture.	☑#1	☐#3	☑#5	☐#7
	☑#2	☑#4	☐#6	☐#8
2.2 Provide Effective Instructional Program.	☑#1	☑#3	☑#5	☐#7
	☑#2	☑#4	☐#6	☐#8

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II			
2.3 Apply Best Practice to Student Learning.	☑#1	☑#3	☑#5	☐#7
	☑#2	☑#4	☐#6	☐#8
2.4 Design Comprehensive Professional Growth Plans.	☑#1	☑#3	☑#5	☐#7
	☐#2	☑#4	☐#6	☐#8
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.				
3.1 Manage the Organization.	☑#1	☐#3	☑#5	☐#7
	☑#2	☑#4	☐#6	☐#8
3.2 Manage the Operations.	☑#1	☐#3	☑#5	☐#7
	☑#2	☑#4	☐#6	☐#8
3.3 Manage the Resources.	☐#1	☐#3	☑#5	☐#7
	☑#2	☑#4	☐#6	☐#8
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.				
4.1 Collaborate with Families and Other Community Members.	☑#1	☐#3	☑#5	☑#7
	☑#2	☑#4	☐#6	☐#8
4.2 Respond to Community Interests and Needs.	☑#1	☐#3	☑#5	☑#7
	☑#2	☑#4	☐#6	☐#8

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II			
4.3 Mobilize Community Resources.	☑#1	☐#3	☑#5	☑#7
	☑#2	☐#4	☐#6	☐#8
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				
5.1 Acts with Integrity.	☑#1	☐#3	☐#5	☐#7
	☑#2	☑#4	☐#6	☐#8
5.2 Acts Fairly.	☑#1	☐#3	☑#5	☐#7
	☑#2	☑#4	☐#6	☐#8
5.3 Acts Ethically.	☑#1	☐#3	☑#5	☐#7
	☑#2	☑#4	☐#6	☐#8
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.				
6.1 Understand the Larger Educational Context.	☑#1	☐#3	☑#5	☐#7
	☑#2	☑#4	☑#6	☐#8
6.2 Respond to the Larger Educational Context.	☑#1	☐#3	☐#5	☐#7
	☐#2	☑#4	☐#6	☐#8
6.3 Influence the Larger Educational Context.	☑#1	☐#3	☑#5	☐#7
	☑#2	☑#4	☑#6	☐#8

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.	
7.3 Candidates apply skills and knowledge articulated in the first six ELCC standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs.	☑#1 ☐#3 ☐#5 ☐#7 ☐#2 ☑#4 ☐#6 ☐#8

SECTION IV— EVIDENCE FOR MEETING STANDARDS

Assessment #1 – CONTENT KNOWLEDGE: State Licensure Exam – School
Leaders Licensure (SLLA) Examination

1) Description and Use in Program:
The School Leader Licensure Assessment (SLLA) must be taken by all candidates seeking principal licensure. The exam is taken during the last semester of the student's program of study. A student must attain at least a score of 158 to apply for the Arkansas Principal License. The purpose of the licensure is to train principals who play a key role in the education of all students, responsible for daily management operations, and most importantly, instructional leadership for all.

2) Alignment with ELCC Standards:
All ELCC standards are tested by (SLLA) except Standard 7, which addresses the internship. The School Leaders Licensure Assessment is a six (6) hour assessment. The assessment is organized into three two-hour modules. The first module is further split into two (2) one-hour sections. In each form of the test, the six ISLLC standards are reflected throughout these modules. All of the questions require the candidate to construct a written response. There are no multiple-choice questions on the SLLA.
Module I contains a "Short Vignettes" and "Longer Vignettes" section. Module II addresses the assessment of case studies, and Module III requires the analysis of information for leadership decision-making.

3) Analysis of Findings:
The department's program completers in the EDAS program have consistently passed the SLLA examination with a 100% pass rate. For the 2010-2011 five (5) program completers for MED, three (3) EDS and two (2) Curriculum Program Administration License scored at or above state averages on the examination. Given the 100% pass rate, faculty concluded that all candidates met the ELCC content knowledge for standards.

The department's program completers in the EDAS program have consistently passed the SLLA examination with a 100% pass rate. For the 2011-2012 nine
 (9) program completers for MED for Bldg Level Licensure, four (4) EDS for district level licensure and one (1) EdD for district level licensure scored at or above state averages on the examination. Given the 100% pass rate, faculty concluded that all candidates met the ELCC content knowledge for standards.

4) Interpretations of Data Providing Evidence of ELCC Standards:
The Education Leadership faculty reviews the SLLA information annually to review program components, and determine future modifications, as needed. The SLLA results reveal the program is effective in preparing candidates with entry-level administrative skills as assessed by the SLLA exam. Given the 100% pass rate, faculty concluded all candidates met the ELCC content knowledge for standards.

Although the data demonstrate that all candidates met or exceeded minimum standards, the faculty worked toward improving our candidates' performance by developing a case study involving organizational, instructional and evaluation issues for EDAS 7300 Foundations of Educational Administration, EDAS 7303 School Law & Ethics, and EDAS 7304 Supervision of Learning. Each course now requires candidates propose a course of action to address a complex problem, referring to a set of documents, and a short scenario.

Assessment #2 – CONTENT KNOWLEDGE: Building Leadership Examination

1) Description and Use in Program:

The comprehensive examination for the Master's programs evaluates the candidate's ability to integrate knowledge of educational administration, display critical and independent thinking and research skills, and demonstrate mastery of the field. The results of the examination provide evidence of independent thinking, appropriate organization, high-level writing competency, critical analysis, and accuracy of documentation.

The purpose of the comps is to encourage candidates who are nearing graduation to engage in a systematic review of their coursework and become more familiar with the professional resources relevant to the field of educational administration. The exam also provides faculty with one form of evidence to make determinations regarding candidates' readiness for graduation. The master's examinations generally present a case study or scenario typically encountered by principals and superintendents.

Using the information in the document, the candidate responds to the questions raised at the end of the document. The questions draw upon knowledge representing the entirety of the master's program of study. While some of the questions focus more specifically on one or two courses completed during the program, the scope of the entire exam generally spans much of the master's or specialist's coursework. The scenarios require the student to consider the leadership styles and behaviors presented in the program and detailed in the readings.

The student must analyze, synthesize, and evaluate the information to develop comprehensive responses, and thus, demonstrate the following skills: research synthesis integration and metacognition of conceptual knowledge, professional reflection on case studies using the ELCC/ISLLC standards as well as ethical considerations, and if appropriate, legal significance. Students are to incorporate examples into their answers when appropriate. The scenarios are not instructor or course dependent; the process offers multiple ways to demonstrate proficiency. The scenario prompts do not have a single correct answer.

All issues, causes, and implications for leadership should be considered as the student reaches a conclusion based on the best evidence. Comprehensive exams are research-based and completed individually by each candidate. Responses to all questions should represent a synthesis of appropriate knowledge garnered from textbooks, journals, Internet resources, and other sources of information. Appropriate citations and referencing is expected. Both master's and specialist's candidates are allowed two days to complete their exams.

Four-point rubrics are employed to score each question on completed comprehensive exams, with "1" being the lowest score (demonstrating no relevant information and/or concepts, and providing no rationale or support for information and/or concepts) and a "4" being the highest score (demonstrating all relevant information and/or concepts, and providing substantial rationale or support for information and/or concepts). A holistic rubric is used to assess the candidate answers. An overall average of 2.0 with no scores of "0" is required to pass the exam. Candidates earning an overall passing average, but receiving less than a "2" on one or more questions, will be permitted to retake those questions. Those earning less than a 2.0 average overall may be required either to retake the entire exam or to retake all of those questions scoring less that a "2." Masters questions are scored by the program faculty members.

2) Alignment with ELCC Standards:
The Comprehensive Exam questions are designed to assess all of the ISLLC/ELCC standards.

3) Analysis of Findings:
The UALR master's program faculty instituted the comprehensive exam process to commence in the Fall 2008 semester. The candidates' responses varied between proficient and satisfactory.

4) Interpretations of Data Providing Evidence of ELCC Standards:
On the written examination, candidates demonstrated satisfactory to proficiency in the area of building level leadership which provided us with feedback for our entire program since the examination covered all knowledge, skills, and dispositions emphasized in the EDAS coursework and internship experiences. Faculty examined the SLLA scores of these individuals to ascertain the level of proficiency demonstrated by candidates as to the preparation level gained from participating in the EDAS Program.

Assessment #3: PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:
Clinical Supervision to Improve Student Learning

1) Description and Use in Program:

Each candidate will become knowledgeable and gain supervision skills for use in the classroom. The purpose of this activity is to develop the administrative skills of UALR candidates in the use of the clinical supervision model as a means of improving teacher's instructional performance and thus, student achievement. As a culminating event, each candidate will be required to use and demonstrate the understanding of the clinical supervision model through application in the classroom-teaching environment. Each candidate will observe a volunteer teacher colleague. This activity should include the following steps. Designed to offer the candidate an opportunity to acquire and develop supervisory skills in improving teacher performance, this activity will include the following steps and components:

2) Alignment with ELCC Standards:

ELCC standards addressed are 2.2, 2.3, 2.4, 5.1, and 5.2 for t EDAS 7304 Clinical Instructional Supervision Plan.

3) Analysis of Findings:

A summary of the data findings reveals that candidates are meeting standards addressed by this assessment. The passing rate was 100% for 2010-2011and 2011-2012 academic year. Standard deviation for the year was significantly low indicating that both the group and individual candidates performed consistently high.

4) Interpretations of Data Providing Evidence of ELCC Standards:

The high overall mean score for 2010-2011 academic year indicated candidates' displayed strong performance relative to specific ELCC standards measured by this assessment. The sub-standards addressed were 2.2, 2.3, 2.4, 5.1, and 5.2. In other words, through this assessment, the program candidates demonstrated high performance in promoting the success of all students by providing an effective instructional program, applying best practice to student learning, and designing professional growth plans for teachers. The candidates also demonstrated the ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. Overall, the Educational Leadership faculty was satisfied with the results of SPA Assessment #3. Given the specific standards measured and scoring results, the faculty concluded that all candidates did, apply the professional knowledge, skills, and dispositions in an effective manner. Work submitted by candidates to chalk & wire was not assessed by faculty to provide needed data for the report.

Assessment #4 – PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:
Administrative Internship Portfolio and Presentation

1) Description and Use in Program:
Candidates demonstrate professional growth by developing a portfolio highlighting pedagogical, content, and technological understanding. Candidates are required to include activities that demonstrate competence and proficiency in all areas. There is a mid-program and final checkpoint of candidate progress. The mid-way assessment is a component of the EDAS 7309: Building Coalitions in School and Community course and is evaluated each spring semester.

As a culminating assignment, candidates are required to present a portfolio, prepare a 20-minute PowerPoint presentation with five slides, present a leadership seminar to demonstrate growth, as well as a self-reflection and self-evaluation. The Leadership Growth Presentation is designed to assist the educational leader in synthesizing the knowledge gained throughout the MEd EDAS Program and in forming a personal philosophy of leadership affecting career goals. The presentation is drawn from key issues of educational leadership presented in coursework, personal reflections upon experiences in educational settings, and current research in education.

The purpose of this task is for candidates to demonstrate mastery of the knowledge, skills, and dispositions for P-12 leadership. Candidates are required to demonstrate an in-depth understanding of leadership concepts. Candidates also must utilize a variety of instructional strategies that integrate technology and pedagogical approaches that effectively support the presentation. Candidates are expected to present the seminar and collect audience assessment data to evaluate their overall impact. All leadership objectives must be clearly linked to ADE and ELCC standards and the self-evaluation must provide evidence gained from audience feedback and candidates self-assessment.

2) Alignment with ELCC Standards:
As a standards-based component of the Educational Administration and Supervision Program, the internship meets the requirements stipulated for Standard 3 outlined in the program standards of the National Council for Accreditation of Teacher Education (NCATE) and Standard 7 developed by the National Policy Board for Educational Administration (NPBEA) for the Educational Leadership Constituent Council (ELCC). First, the internship provides significant opportunities in the workplace to synthesize and apply the knowledge while practicing and developing leadership skills, identified in the EDAS Program. Secondly, substantial school and district experiences increase in complexity and magnitude over two semesters of field experience planned cooperatively and supervised by school district and UALR personnel. Thirdly, UALR Interns establish relationships with school leaders and clinical professors who guide them through the leadership preparation program with appropriate experiences. Finally, intern experiences include direct interaction and involvement with students, staff, parents, and community organizations.

Each activity throughout the internship requires candidates to address, assess, and reflect on the nature of leadership in the school. A standardized Department of Leadership rubric (Attachment 4.4.2) is used to evaluate candidates' pedagogical knowledge and skills. The rubric also assesses students' integration of ADE and ELCC standards (1.2, 1.4, 1.5, 2.1, 2.2, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, and 7.3) and understanding of leadership concepts and pedagogy. These data require candidates to demonstrate candidate effectiveness and proficiency in addition to professional and pedagogical growth for continuation in the program.

3) Analysis of Findings:

A summary of the data reveals candidates are meeting standards addressed by this assessment. The passing rate was 100% both 2010-11 and 2011-12 academic years. The overall mean of the candidate performance for these two years was 4.00 on a four-point scale. The performance means were 4.00 and 4.00 for 2010-11 and 2011-12 academic years, respectively. Standard deviations for each year and for the two-year period were significantly low indicating that both the group and individual candidates performed consistently high.

4) Interpretations of Data Providing Evidence of ELCC Standards:

Data reported for Assessment 4 focused on candidate performance on each of the ADE and ELCC standards. Candidates were assessed on their preparation of a professional portfolio and presentation of leadership growth. Candidates were evaluated using a performance range of 1-4. The performance levels were defined as follows: 4 Proficient (A); 3 Satisfactory, (B); 2, Basic (C); 1, Inadequate (D); less than 2 points resulted in a failing grade. The target level of performance is 3 for the midpoint and 3.5 at the culmination of their program. Data were collected beginning fall 2010 on all candidates enrolled in P-12 EDAS core.

Data were collected for 33 MEd candidates. Of these candidates, 29 achieved a rating of Proficient (A); 3 achieved a rating of Satisfactory (B); and one achieved a rating of Basic (C). Data indicate the majority of all candidates performed at or above the targeted performance of level Advanced (A). These data indicate that on average candidates performed exceptionally well. Another significant change implemented by faculty is the criterion reference measures aligned to each substandard. These changes support the effort to analyze thoroughly the knowledge, skills, dispositions, and performances of each candidate that were not significantly granular; thus, left some interpretations addressed inadequately.

Assessment #5 – <mark>EFFECTS ON STUDENT LEARNING:</mark> Graduate Evaluation of Program, Employer Evaluation of Graduate Performance

1) Description and Use in Program:
To assess effects on student learning of P-12 EDAS graduates specifically, an Employer Satisfaction Survey was developed and administered using a focus group of current district superintendents and principals. A similar instrument for candidate self-evaluation was used for EDAS 7380 Administrative Internship. The fifth assessment evaluates graduate content and professional knowledge, skills, and dispositions by analyzing graduate leadership performance in elementary, middle and secondary schools. Collaborative decision-making and communication skills are evaluated in conjunction with content, professional, and pedagogical knowledge, skills, and dispositions for school leadership. An understanding of the effects of instructional leadership on student achievement is assessed through the rubric and written responses as well.

The EDAS Program uses an employer survey assessment rubric grounded in both the UALR College of Education conceptual framework as well as ADE and ELCC standards (Attachment 4.5.1). This rubric uses a Likert scale of 1-4 to evaluate a graduate's leadership competency in six of the ELCC standards. The range is from level 1, strongly disagree, to level 4, strongly agree. The target is level 3.5. A qualitative section follows the standardized rubric to assess candidate understanding and application of all CF, ADE, ELCC, and NCATE standards as well as gleaning formative evaluation of the program.

A Graduate Self-Evaluation (Attachment 4.5.2) designed and piloted to ascertain the graduates belief in their acquired knowledge, skills, and dispositions equipping them for professional success follows the same format. This instrument allows comparisons to be made concerning program effectiveness.

A conference is held to provide feedback to the employers, graduates, and university as part of professional development and to enhance the Program. A similar rubric is used at the program orientation to allow candidates an opportunity to understand and self-evaluate their growth throughout the program.

2) Alignment with ELCC Standards:
All ELCC standards addressed in the Surveys.

3) Analysis of Findings:
Data represent qualitative and quantitative data from district employers and candidates for graduation in K-12 leadership in December 2010 (Attachment 4.5.4). Overall, the majority of leadership graduates achieved an above average rating of a level 3.69 on all six ELCC standards, with mean scores of 3.0, 3.13, 3.2, 4.0, 4.0, and 3.75 for ELCC Standards 1 through 6 respectively. As a group, our graduates received excellent scores for ELCC Standards 4 and 5. The lowest ratings were on ELCC Standard 1 (3.00), Standard 2 (3.13), and Standard 3 (3.20). We noted that ELCC Standards 3 and 6 were ratings of 4.0 and 3.75 respectively.

Data represent qualitative and quantitative data from district employers and candidates for graduation in K-12 leadership in December 2012 (Attachment 4.5.4). Overall, the majority of leadership graduates achieved an above average rating of a level 3.5 on all six ELCC standards, with mean scores of 3.2, 3.3, 3.5, 3.2, 3.7, and 3.7 for ELCC Standards 1 through 6 respectively. As a group, our graduates received excellent scores for ELCC Standards 4 and 5. The lowest ratings were on ELCC Standard 1 (3.2), Standard 2 (3.3), and Standard 4 (3.2). We noted that ELCC Standards 3, 5 and 6 were ratings of 3.5, 3.7 and 3.7 respectively.

4) Interpretations of Data Providing Evidence of ELCC Standards:
This seems to be reflective of the MEd curriculum in Leadership, where these standards received less emphasis. As the faculty members discussed the disaggregated data for each standard, it was determined that the deficiencies observed for ELCC 1.1 and 1.2 would be addressed with a stronger emphasis on vision development and articulation. ELCC 2.1 would be strengthened in the redesigned assessment 3 and ELCC standard 3 will be fully developed in assessments 6 and 7.

The Department is committed to following our graduates for five years to determine the strength of the program. In addition, we are instituting a Candidate Orientation for each cohort to support self-evaluation and reflection for continued improvement in the knowledge, skills, and dispositions essential to successful Educational Leadership.

Assessment #6 – CONTENT KNOWLEDGE:
Educational Law Review Action Research

1) Description and Use in Program:
The Education Law and Ethics Research Project provides candidates opportunities to demonstrate their content knowledge in educational ethics, law, practice, and policy by completing a research project on an approved topic in the area of educational law. The project has two (2) components: a formal research paper, and a 10-minute presentation.

2) Alignment with ELCC Standards:
The law research project assessment was designed to meet ELCC 5.0 subsections, Acts with Integrity, Acts Fairly, Acts Ethically; and ELCC 6.0, subsections, Understand the Larger Context, Respond to the Larger Context, and Influence the Larger Context. Assessment #6 measures the candidate's ability to utilize case law analysis demonstrating an understanding of significant ethical and legal principles regarding the principal's role as a moral and ethical leader while promoting success of all students; and respond to and influence larger political, social, economic, legal, and cultural contexts.

3) Analysis of Findings:
A summary of the data findings reveals that candidates are meeting standards addressed by this assessment. The passing rate was 100% for both 2010-2011 academic year. The overall mean of the candidate performance for the year was 3.5 on a four-point scale. Standard deviations for the year was significantly low indicating the candidates performed consistently high.

A summary of the data findings reveals that candidates are meeting standards addressed by this assessment. The passing rate was 100% for both 2011-2012 academic year. The overall mean of the candidate performance for the year was 4.0 on a four-point scale. Standard deviations for the year was significantly low indicating the candidates performed consistently high.

4) Interpretations of Data Providing Evidence of ELCC Standards:
The high overall mean scores demonstrated candidates' strong performance relative to specific ELCC standards measured by this assessment. The sub-standards addressed were 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3. In other words, through this assessment, the program candidates demonstrated the ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. They also gained 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. Overall, the Educational Leadership faculty were satisfied with the results of ELCC Assessment #6. Given the specific standards measured and scoring results, the faculty concluded that all candidates did, apply the professional knowledge and skills in an effective manner.

An investigation of the program's ability to support the leadership growth of our candidates found the assessment and scoring rubric required review. Although

candidates did apply the content knowledge in an effective manner, leadership faculty indicated a need for improvement to the assessment and rubric criteria. Therefore, this assessment was modified and closely aligned to the ELCC standards.

Assessment #7 – PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:
Challenging Entrenched Behaviors Analysis

1) Description and Use in Program:
The Challenging Entrenched Behaviors at Arkansas School case study is the required assessment for successful completion of EDAS 7300, Foundations of Educational Administration. The purpose of this activity is to develop skills in collaboration with others in the community to bring about an educational change that will improve student learning.

2) Alignment with ELCC Standards:
The candidate must demonstrate competency in EACH of the three ELCC standards, 2.2 Provide Effective Instructional Program, 3.1 Manage the Organization, 3.2 Manage Operations, 3.3 Manage Resources, 4.1 Collaborate with Families and Other Community Members, 4.2 Respond to Community Interests and Needs, and 4.3 Mobilize Community Resources. The candidate will identify key elements based on literature and best practices for schools to employ effectively organizational planning that aligns resources to the learning needs of students, manage operations, and manage resources to facilitate the learning of students. The EDAS candidate will promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

3) Analysis of Findings:
Out of a possible 4 point scale ranging from inadequate (1) to proficient (4) 1.6 % candidates scored at the basic level, 65% of the candidates scored at the satisfactory level and 32.8% of the candidates scored proficient in the 2010-2011 academic school year.

Out of a possible 4 point scale ranging from inadequate (1) to proficient (4) 8 % candidates scored at the basic level, 17% of the candidates scored at the satisfactory level and 75% of the candidates scored proficient in the 2010-2012 academic school year.

4) Interpretations of Data Providing Evidence of ELCC Standards:
The high overall mean scores for the 2010-2011 academic year demonstrated candidates' strong performance relative to specific ELCC standards measured by this assessment. The sub-standards addressed were 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, and 4.3. In other words, through this assessment, the program candidates presented high performance in promoting the success of all students by providing an effective instructional program. The candidates also demonstrated the ability to manage the organization, manage operations, and resources. At the completion of this assessment, candidates' gained knowledge, and skills 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. Overall, the Educational Leadership faculty were satisfied with the results of ELCC Assessment #7.

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Given the specific standards measured and scoring results, the faculty concluded that all candidates did apply the professional knowledge and skills in an effective manner.

SECTION V— USE OF ASSESSMENT RESULTS
TO IMPROVE CANDIDATE PERFORMANCE

To evaluate program performance, data generated for the ELCC SPA report analyzed and evaluated the program on three levels. Level One evaluated candidate knowledge of leadership content, Level Two considered candidate professional knowledge, skills, and dispositions, and Level Three explored candidate effects on student learning.

CANDIDATE KNOWLEDGE OF LEADERSHIP CONTENT

Leadership content knowledge data have been reviewed to determine strengths and limitations within the programs. Thus, the analyses of Assessments 1, 2, and 6 provided information that led to much change the MEd core curricula.

Strengths and weaknesses were noted in candidate content knowledge preparation. This was evident in performance on the School Leaders Licensure Assessment scores in comparison to state and national averages. High SLLA test scores indicate candidate preparation in ELCC standards within the program has been thoroughly addressed in each of the classes. From program inception, the MEd program required candidates to have completed core courses before attempting the exam. This reinforced our candidates' fundamental content knowledge.

Although the data demonstrated that all candidates met or exceeded minimum SLLA standards, the faculty worked toward improving our candidates' performance by developing case studies involving organizational, instructional and evaluation issues. Each course now requires candidates propose a course of action to address a complex problem, referring to a set of documents, and a short scenario. All remaining assessments of content knowledge indicate a higher performance by our graduate candidates.

To strengthen candidates' content knowledge, the EDAS Program developed an orientation to apprise newly matriculated graduate students of the knowledge, skills, and disposition competences addressed throughout their academic program. This seminar focuses on preparing candidates in school leadership content knowledge, student-learning enhancement through instructional supervision, and the ethical ramifications that lead to advocacy within the larger context. Additionally, the program distributes the Internship Handbook at the internship orientation seminar for each EDAS MEd graduate candidate.

Third, evaluative/summative data along with SLLA data indicate ELCC Standards 1.1, 1.2, and 2.1 needed to be more powerfully addressed. The inception of revisions in leadership coursework began with emphasis on problem-solving scenarios within each of the core courses.

Although these noted concerns were revealed in Assessments 1, 2, and 6, the assessments provided a summative evaluation of the candidates' command of content knowledge. The majority of UALR Master of Education Leadership candidates performed at targeted level on Assessments 1 and 6. Thus, the program requirements will be assessed each academic year to ascertain appropriate and sufficient academic growth in leadership content improving the competencies and confidence of UALR Leadership graduates. Each candidate must submit a copy of their SLLA disaggregated scores as a degree requirement. This will provide the program with more data to assess the summative growth of our candidates.

CANDIDATE PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

The rigor and effectiveness of the EDAS leadership coursework are demonstrated in candidate proficiency at candidate success in clinical supervision to improve student learning; ethics, policy, and law research; challenging entrenched behaviors; and administrative internship experiences. The majority of candidates performed at targeted performance ratings in the ability to apply knowledge, skills, and dispositions. The various elements of the core courses provide opportunities for candidates to build their understanding of the nature and purpose of quality school leadership, build a repertoire of best practices, and apply the knowledge, skills, and dispositions for leading schools.

Despite recognized success of the core courses as demonstrated by candidate data indicating targeted performances on all standards, there were recognized areas that could be improved. The EDAS 7380: Administrative Internship course needed to provide explicit learning experiences for candidates in working with ELCC as revealed in data for each assessment. Specifically the course needed to address these standards as a means of ethical, inclusive leadership. The course was redesigned to address content needs adequately through the development and distribution of the Internship Handbook and the data are aggregated in Chalk and Wire for reviewThis approach of instituting a comprehensive set of leadership activities as an integrative and inclusive method will strengthen the instruction of identified standards and all remaining ELCC standards. Changes in the content coursework options of our program of study for our candidates will strengthen candidate knowledge.

CANDIDATE EFFECTS ON STUDENT LEARNING

Candidates positively affected student learning in all ELCC standards according to Assessments 3 and 5 with the majority of candidates performing at target ratings. A focus group of representative members of the P-12 educational community determined our candidates performed at exceptional levels in surrounding districts. In subsequent years, this assessment will be distributed to every district employing one of our graduates in a leadership capacity to monitor their professional growth for all NCATE, ELCC, and ADE standards.

The reevaluation of instructional design and syllabi for all courses to ascertain how effectively these are aligned with attention to identified weaknesses as described in the content and professional preparation sections above will be assessed each semester. Syllabi, activities, and rubrics data for each course will be aggregated and disaggregated to ensure candidate learning and performance.

In the summative Assessment 5, all employers indicated the graduates in their districts achieved at or above targeted performance levels in affecting student learning. This is an indication that graduates were able to appropriately observe, evaluate, and implement measures of assessment to evaluate teacher performance on student learning and to use these data effectively to support staff professional growth and improve student achievement.

This information supports the goals of the College of Education Department of Educational Leadership at The University of Arkansas – Little Rock. The program prepares candidates to be excellent school leaders who take responsibility for their own learning and continuously foster professional renewal for themselves as well as others. They develop collaborative leadership teams to improve the educational environment

for all students. Moreover, they effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive communication with all stakeholders ensuring a learning centered and dynamic school climate. The graduates of the UALR Administration and Supervision Program appreciate, promote, and model the values of diversity and are viewed as exemplary professionals throughout the region.

ATTACHMENT A
Candidate Information

Program: Educational Leadership (ELCC) Master of Education Program		
Academic Year	**# of Candidates Enrolled in the Program**	**# of Program Completers[4]**
2010-2011	43	5
2010-2012	24	8

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[4] NCATE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

ATTACHMENT B
Faculty Information

School leadership candidates are taught education courses by seven faculty members with degrees and expertise in the field of educational leadership. The clinical internship is directed by university faculty and field supervision is conducted by licensed school leaders. All transcript analyses are performed by a full-time tenure-track faculty. All faculty members have expertise in working in K-12 leadership positions at the school- or district-level, contribute to the study of pedagogy, and are exemplary teachers.

Faculty Member Name	Highest Degree, Field, & University	Assignment	Faculty Rank	Tenure Track (Yes/No)	Scholarship, Leadership in Professional Associations, and Service	Teaching or Other Professional Experience in P-12 Schools
I. Duyar	PhD – Educational Administration: University of Wisconsin-Madison	Faculty	Asst. Prof	Yes	Elected officer for CSRE SIG of AERA, 9 articles; Presented 17 papers, Reviewer and scorer of SLLA and SSA for ETS, Florida DOE Grant reviewer, Coordinator of YES program, editorial board of journal; peer reviewer for 3 journals; conference proposal reviewer for AERA; UCE; IEC; and NCAEA;	5 yrs teaching Board president of a charter school; principal
S. Byrd Collins	EdD Educational Administration: University of Akron	Faculty	Asst. Prof	Yes	1 publication, 1 book review, University Judicial Appeals Council Member, Central Arkansas Education Renewal Zone Steering Committee Member	Teacher, principal

A. Sewall	EdD Educational Administration: University of Arkansas – Fayetteville	Dean	Prof		1 publication, Assessment in Education Journal; 1 proceeding, Education Law Association; 1 presentations, International Association of Special Education; Chair, University District Excellent School Task Force; Member, Conflict of Interest Policy Task Force; Chair, State Council of Education Deans; Member, Professional Education Licensure and Accreditation Board; Member, NCATE BOE; Member, NCATE Unit Accreditation Board; Trainer, Pathwise	Secondary Teacher, Assistant Principal, Principal, Associate Superintendent, Special Assistant for Accountability and Alternative Learning Services, Assistant Superintendent
R. Tsemunhu	PhD	Faculty	Asst. Prof	Yes	1 Article, AERA Conference Presentation, UCEA Conference Presentation	Program Coordinator; Principal, Teacher

| E. Vaughn-Neely | Ph.D. Leadership, Policy & Developmental Psychology: Oregon State University | Chair | Assoc Prof | Yes | 2 Referred Articles, Society for Research in Child Development Presenter, Society for Scientific Study of Reading Presenter, 2 Research Studies, Board Member for International Conference on Cultural Diversity, Publication Reviewer, *The Educational Forum,* Member, Syracuse University College of Arts & Sciences Board of Visitors, Member, NCATE BOE Chair, NCATE Program Review Committee Member, NCATE Assessment System Committee Member, University Orientation Committee Chair, NCATE Standard 4 Committee Chair, College Diversity Committee Member, College Assessment Committee Member, Chalk & Wire Committee Member, ARPEA | 30 years as an educator, State Level Policy Director, District Supervisor, Gifted Program Coordinator, Testing Specialist, Professional Development Director, Elementary School Teacher, Gifted and Talented Education Teacher, Preschool Teacher |

ATTACHMENT C
Assessment 1: SLLA Data Matrix

School Leaders Licensure Assessment (SLLA) Data 2005-2008 Institutional Report

ELCC *Standards* 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3

Test Date	Category Name	# of Students	Available Points	Average Performance
1/15/11	Evaluation of Actions 1	1	20	12
	Evaluation of Actions 2	1	12	9
	Synthesis of Information & Problem Solving	1	12	7
	Analysis of information & Decision Making	1	14	9

Year	2010-11	National
Average Range	175	172-183
Median Score	178	178
Lowest score	161	134
Highest score	193	200

SLLA	100-200	178	172-183	4.4	3.9

Test Date	Category Name	# of Students	Available Points	Average Performance
2011-2012	Vision/Goals	11	14	10
	Tchg/Lrng	11	20	13
	Mngt Organ. Systems/Safety	11	12	7
	Collab.w/Key Stakehldrs	11	17	9
	Ethics/Integrity	11	17	11
	Ed. System	11	12	16
	Vision/Goals (CR)	11	12	6
	Tchg/Lrng (CR)	11	18	11

Year	2011-12	National
Average Range	175	
Median Score	178	
Lowest score	167	
Highest score	191	

SLLA	100-200	178	172-183	4.4	3.9

ATTACHMENT D

Assessment #2: CONTENT KNOWLEDGE: **Assessment of content knowledge in educational leadership.** P-12 Leadership Comprehensive Examination

- Attachment D.2.1: MEd Leadership Comprehensive Assessment Sample
- Attachment D.2.2: MEd Leadership Comprehensive Assessment Rubric

Attachment D.2.1: MEd Leadership Comprehensive Assessment Sample

Scenario 1

The Case of Mountainville High School: Survival or Demise?
ELCC Standards 1.1; 1.2; 1.3; 1.4; 1.5; 2.1; 2.2; 2.3; 2.4; 3.1; 3.2; 3.3; 4.1; 4.2; 4.3; 5.1; 5.2; 5.3; 6.1; 6.2; 6.3

Congratulations. You have recently been appointed as the new principal of Mountainville High School, from which you graduated only a short 15 years ago. At the time you graduated, Mountainville High was the premier school in Lakem County, with an enrollment of 1357 students in grades 7 through 12. Previously widely recognized as a school of excellence, Mountainville now has an enrollment of 654 students in grades 7 through 12 and is projected to have less than 500 students within three years. Traditionally, the dropout rate in this school has been well below the state average, and more students went on to four-year colleges proportionately than in any high school in the state. When there were over 1300 students, there was a wide variety of extracurricular offerings both in sports and in nonathletic activities. At the enrollment has declined, so too has the ability to offer a wide variety of extracurricular activities. However, the smaller school size is exciting to you, as you have recently received a master's degree in school administration from Waukama State and are very aware of the many advantages of small high schools.

Only three years ago, seniors at Mountainville scored the fifth highest of any high school in the state on the new state exit exam. Since then, there has been a precipitous drop in test scores, enough for a takeover by the state. The county's two elementary schools are presently averaging an enrollment in K through 6 of 448 students each. So far, their scores remain in the average range except for the 28 percent who are Native Americans. These two schools are 52 miles from one another. Mountainville High is geographically closer to a neighboring county than it is to the elementary feeder school that is farthest away (73 miles).

Built in 1060 as a state-of-the-art high school facility, the physical plant while architecturally still pleasing as a landmark in the community, is badly in need of repairs and renovations. The state department of education facilities office has estimated it would cost over $10 million to bring this building up to minimal 21st-century standards.

Although rural geographically, when you were growing up in this county, the taxable base was considered to be affluent due to the successful textile mills within its boundaries. When outsourcing to other countries began to occur and the mills quickly closed, the tax support for schools entered a period of steep and rapid decline. Concurrent with this fiscal decline was a decline in county population, with nearly 50 percent of the population relocating to urban areas about 200 miles from this district. Data indicate that the majority of the citizens who relocated were between the ages of 25 and 50, thus causing a concomitant decline in school enrollment. Slowdown County has been able to maintain a reasonable tax base since there are several megafarms owned by large conglomerate within its borders. In fact, they just opened a new $28.5 million high school.

Parents love the smallness and personalization of Mountainville High, but are beginning to voice concerns about whether or not their children will be able to find well-paying work and/or attend a quality college when potential employers and admissions

officers review the school's accountability reports. Ninety-seven percent of the parents of students in the school also graduated from the school. Many of them were in school at the same time as you, and are welcoming you back after teaching for ten years in the big city. They just know you will understand their problems and concerns. Max Richman, your county best friend in high school, is now president of the local bank and chair of the county commissioners. There have been a few rumors circulating that you were brought back from the big city to either close the high school or, at the very least consolidate with the new high school in Slowdown. Max has been reassuring people that you are "too nice a guy" to do that. He also reminds you often who your kin are. While *site-based management* is not a formal term in the district, parents are very used to being major players in school decision, even though there is no longer an official local board of education due to the stat takeover. The existing board is advisory until the state deems it appropriate to return control to them.

Your teaching staff is very experienced, having an average tenure of 20.6 years in the district. Of the 30 teachers in the school, their experience times range from 2 years to 36 years. Four of them have master's degrees, and two are not yet on tenure. The average salary is $38,250. As far as you can determine, at least six teachers are teaching out-of-field. These data have serious implications for meeting the demands of "highly qualified" teachers as defined in the No Child Left Behind Act of 2001. All but eight of the teachers grew up in Mountainville High. Three of the most experienced are related to you, including your Aunt Kathryn. Most of them were your teachers when you were a student at Mountainville.

Four of your teachers double as bus drivers and thus start their day at 6 A.M. and finish their last run after 6 P.M. Many of the students are so tired when they arrive at the school in the morning after a one-to-two-hour bus ride that they fall asleep in the earliest class periods. Others are unable to stay for after-school activities because they have no way to get home except on the school bus, and there is no funding for an activity bus. You read in a recent American Association of School Administrators journal that more than 100 rural districts in the United States have moved to a four-day workweek. This is an extremely interesting concept to you. On the other hand, you think to yourself, if the kids were tired in a five-day week, how would they cope with a longer school day in a four-day week? This concept will need a lot of study before it moves toward fruition.

You will personally need to teach calculus to the college-bound juniors and/or seniors, as you have been unable to find a teacher willing to come to Mountainville who is qualified to teach calculus. The only foreign language offered is Spanish, and there is some question about whether the teacher is competent enough to go beyond the first two years of this language. The last advanced placement (AP) course stopped being offered two years ago when Jim Thomas, the AP history teacher, moved to another state. Since there is only one qualified teacher in chemistry and physics, these subjects must be taught in alternate years. Block scheduling was considered last year as a possible solution to this problem, but the veteran teachers strongly resisted it and convinced your predecessor that it is just another one of those newfangled big-city notions.

Technology as you were accustomed to it in the city district is very limited in this rural community. Although the figures are very rough estimates from the central office, it appears as though fewer than 25 percent of the families enrolled in the school have computers at home. There is one small computer lab in the school with 15 seven-year-old computers. The local telephone company has donated free dial-up service to the

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Internet for a single line in the school. *Distance Learning* is a brand-new term for your veteran teachers as well as most parents and students. No professional associated with the school district seems to have ever heard of "e-rate."

Although there is a central office, in reality it is of little use. There is no longer a superintendent, so the director of curriculum is nominally in charge of day-today operations for the three schools in the district. She has one secretary, who handles all fiscal issues, and two professional staff, one who is your immediate supervisor, and one who handles all district noninstructional issues. The noninstructional supervisor has recently informed you that the district could save $496,000 if they just did not have that high school. Two of the three central office professionals have each been in the system for 29 years, and this is the twenty-third year for the curriculum director. The secretary has been there for 35 years, starting when her father was the superintendent of schools. None of these four can believe the changes that are occurring in this place they have called home for more than 55 years each. When assistance is needed for any situation beyond their capacity, they call on the state department staff or neighboring Slowdown County. Of course, rarely do they face any problems they cannot solve themselves. They remain oblivious to the pending lawsuit threatened by the county's three doctors regarding lack of medical supervision at athletic events at Mountain View.

Appointed by the state board of education due to the state's takeover of the district last year, you have been charged with either bringing the test scores back to the preeminence of ten years ago or developing a consolidation plan with Newton High School in the adjoining Slowdown County. They have not ruled out major construction to modernize the building, but have indicated that state construction funds are very limited.

Your task is to develop a tactical plan (draft) for these alternative goals, including a timeline. You will report directly to the state superintendent of schools, who has been charged by the state board with oversight responsibilities for the Lakem County district. The tactical plan is due to the state superintendent by January 31 of this school year.

As you develop the tactical Plan for Mountainville High School, respond/answer the following questions:

1. Knowing the myriad problems facing the school leader of Mountainville High School, develop a rationale based on dispositions that would explain why anyone would want to be its principal.
2. This school has a different kind of "minority achievement gap" than most educators are used to discussing. How will you, as the school leader, eliminate this gap, or should this not be a priority until the other issues are resolved? If the latter, how would you explain this to the 28 percent of your families who are Native Americans?
3. How will you work with concerned community members who want Mountainville High kept open, no matter what the stated negative consequences are, especially when they remind you that this school's academic achievements have been consistently better than those in Slowdown County? Remember as you develop this plan that you may also have to deal with the citizens of Slowdown, if it is determined that consolidation may be a viable option.
4. What, indeed, are the options available to this principal to solve all the problems of Mountainville High? Provide theoretical and research support for each solution

       you suggest. Are your solutions proactive or reactive; traditional or nontraditional; risk aversive or risk taking? Why?

5. What are the major policy and political issues related to each of your proposed solutions? Describe the strategies the principal could use to address these policy and political issues positively.

Adapted from <u>Transforming School Leadership: with ISLLC and ELCC</u>. Neil J. Shipman, J. Allen Queen & Henry A. Peel. Eye on Education, 2007.

Attachment D.2.2: MEd Leadership Comprehensive Assessment Rubric

Criterion 1 – Style (20%)

Proficient	Satisfactory	Basic	Inadequate
- exemplary problem definition, clarity, and focus. - all necessary supporting, relevant, carefully selected details present. - reference and empirical evidence usage provides strong, accurate, credible support. - content and selected details well suited to purpose. - a strong, inviting introduction that draws the reader in. - a strong, satisfying sense of resolution or closure. - technical language used appropriately and with explanations as necessary. - sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas. - demonstrates exceptionally strong control of standard writing conventions. - documents intellectual property of paraphrased text from major authorities for all original ideas, theories, or opinions.	- adequate problem definition, clarity, and focus. - a number of supporting, relevant, carefully selected details present. - reference usage that provides, accurate and credible support. - content and selected details appropriate to purpose. - a recognizable introduction that states the intent of the paper. - a developed sense of resolution or closure. - technical language used some explanations. - sentence structure that enhances meaning. - demonstrates strong control of standard writing conventions with few minor errors that do not impede readability. - documents intellectual property to avoid plagerism when citing major athorites.	- problem is stated. - supporting details overly general or limited in places. - limited references are used that provide support. - content and relevant details are not consistently well chosen for purpose. - introduction that is not particularly inviting. - a brief conclusion that lacks subtlety. - technical language not explained with an occasional overuse of jargon, however, the writing may have some fine moments and generally avoids clichés. - demonstrates lapses in correct grammar and usage. problems are not severe enough to distort meaning or confuse the reader. - documents borrowed material by sometimes introducing the quotation or paraphrase with the name of the authority.	- no focused identifiable problem. - details not evident, - few if any references. - problem exploration uneven, predictable, somewhat off-topic, or overly general. - details based on clichés, stereotypes, or questionable sources of information. - an undeveloped introduction (e.g., "My topic is..."). - conclusion that, although present, is too obvious (e.g., "These are all the reasons that..."). - reliance on clichés, jargon, and overused expressions. - demonstrates limited control of standard writing conventions with errors in grammar and usage that block meaning and distract the reader. - documents few if any citations of major authorities.

Criterion 2 – Content (40%)

Proficient	Satisfactory	Basic	Inadequate
- All parts relevant to the question and clearly presented. - Content well synthesized. - Well-balanced emphasis on major and minor points. - Practical examples supported with theoretical foundations and research.	- Most parts relevant to the question and clearly presented. - Content synthesized but lacks a few connections. - Lighter emphasis on major and significant emphasis on minor points. - Practical examples not fully supported by theory or research.	- Few parts relevant to the question and clearly presented. - Content synthesized. - Emphasis major and minor points infrequent - Examples questionable and lack foundation.	- Answer vague, undeveloped, and incomplete. - Little synthesis; bullets provided with no supporting narrative. - No emphasis on major and minor points distinguishable. - Examples are not suitable for the context and lack foundation.

Criterion 3 – Standards (40%)			
Proficient	**Satisfactory**	**Basic**	**Inadequate**
All appropriate Standards cited from the Conceptual Frameworks ELCC.	Most appropriate Standards cited from the Conceptual Frameworks ELCC.	Some appropriate Standards cited from the Conceptual Frameworks ELCC.	Little to no evidence of appropriate Standards cited from the Conceptual Frameworks ELCC.

Check each item articulated in the answer.

ELCC Standards: The Building Leader believes in, values, and is committed to:

1.0: facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

- ☐ Develop a Vision
- ☐ Articulate a Vision
- ☐ Implement a Vision
- ☐ Steward Vision
- ☐ Promote Community Involvement in the Vision

2.0: providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- ☐ Promote Positive School Culture
- ☐ Provide Effective Instructional Program
- ☐ Apply Best Practice to Student Learning
- ☐ Design Comprehensive Professional Growth Plans

3.0: managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- ☐ Manage the Organization
- ☐ Manage Operations
- ☐ Manage Resources

4.0: collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

- ☐ Collaborate with Families and Other Community Members
- ☐ Respond to Community Interests and Needs
- ☐ Mobilize Community Resources

5.0: acting with integrity, fairly, and in an ethical manner.

- ☐ Acts with Integrity
- ☐ Acts Fairly
- ☐ Acts Ethically

6.0: understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- ☐ Understand the Larger Context
- ☐ Respond to the Larger Context

☐ Influence the Larger Context

Outcomes of the Conceptual Framework:
☐ Effective Communicators
☐ Commitment to Diversity
☐ Professional Development
☐ Expertise

	Criterion 1	**Criterion 2**	**Criterion 3**	**Comments:**
Question 1	___	___	___	_____

Scoring:
1. **Full Pass**   Minimum score of Proficient on each of the three criteria per question

2. **Qualified Pass** Minimum score of Acceptable on two of the three criteria and Proficient on the remaining criteria per question

3. **Fail**   Score of Limited or below on two of the three criteria per question

ATTACHMENT E
Assessment 3: PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:
Clinical Supervision to Improve Student Learning

- Attachment E.3.1: Clinical Supervision to Improve Student Learning Assessment
- Attachment E.3.2: Clinical Supervision to Improve Student Learning Rubric
- Attachment E.3.3: Clinical Supervision to Improve Student Learning Data Matrix

 Attachment E.3.1: Clinical Supervision to Improve Student Learning Assessment

Assessment 3: Section II Clinical Supervision to Improve Student Learning

EDAS 7304 Instructional Leadership and Supervision
Standards addressed 2.2, 2.3, and 2.4

Description: Each candidate will become knowledgeable and gain supervision skills for use in the classroom. The purpose of this activity is to develop the administrative skills of UALR candidates in the use of the clinical supervision model as a means of improving teacher's instructional performance and thus, student achievement. As a culminating event, each candidate will be required to use and demonstrate the understanding of the clinical supervision model through application in the classroom-teaching environment. Each candidate will observe a volunteer teacher colleague. This activity should include the following steps.

I. Pre-observation Conference

The pre-observation conference is to formulate conference objectives to determine the instructional skill(s) to be reinforced and skills to be refined during the observation. In this stage, the candidate exchanges information with the teacher(s) for teacher's participation/observation in Clinical Supervision. The candidate explains the three main purposes of the Clinical Supervision process. They are:
   1. To promote the self analysis skills of the teacher,
   2. To maintain the existing skills of the teacher, and
   3. To refine the skills of the teacher.

Using a self-generated form or one from the participating school/district, the candidate will notify the teacher in writing of the intent to conference and observe the volunteer-teacher. The candidate will enclose the relevant information in the notification that details the time and date of the intended conference, possible observation date, and any other relevant information necessary to preparing for the initial conference with the teacher. The candidate and teacher discuss the time of the observation and the post-conference, as well as the method and observation conference format.

II. Completes Observation

In this stage, the candidate determines the areas of strength and refinement in a teacher's instructional skills. The main activities should include:

   1. Collect Data- record what was said and done by the teacher and students in the classroom. Look for the answers to the following questions:
      a. Where are the students and what are they doing?
      b. Where is the teacher and what is s/he doing?
      c. What is the teacher's body language, i.e., voice level, tone, actions, gestures, and expression?
      d. How is the room managed and organized?

> e. What materials and resources are used? Do they contribute to differentiation of instruction?
> f. How does the teacher assess the learning? Are students actively engaged in the lesson? If so, how do you know?
> g. Did the activities, materials, and assessment support the intended goal?
> h. How does the teacher connect the lesson to prior or future learning goals or expectations?

The candidate is required to script the observation and use the observation later to diagnosis, analyze, and judge the teaching performance with data. Practice with scripting will occur within the course in an effort to develop skills that are required for this step.

2. Analyze and Judge the Data- Analyzing the data will include checking the teacher's skill level in a particular area, determine if the skill is mastered or more work is needed, and identifying new skills needed. From the observation data and pre-conference, the candidate will assess the skills and performance level of the teacher with this lesson by detailing what occurred during the observation. Subsequently, the candidate will identify the strengths and areas of growth to be discussed with the teacher for the post-conference. Candidate will provide a written analysis and summary of the teacher observation.

III. Post-conference with Teacher

This is the process of designing the conference to elicit the self-analysis on the part of the teacher, to reinforce the skill to enforce effectively and to refine the skill in the teacher's repertoire.

Parts of the Conference:

Introduction: Plan to establish a pleasant, professional tone and prepare the teacher for the conference process. This includes greeting, a pleasant tone statement, and review of the conference process.

Part I: Overview of the Conference- Plan questions to elicit self-analysis from the teacher about the instructional process. For example, what things did you do in the lesson that helped your students learn? What did you do in the lesson that was not as helpful to student learning? What things would you add or change to make learning even more productive and why? What individual or groups of students did you see doing well with the lesson and how do you account for their success? What individual or group of student did you see having trouble and how do you account for this performance? How did the teacher provide impartiality, sensitivity to student diversity? For example, identify specific example(s) of the skill the teacher used well. Go to your notes and read the teacher's words or describe the teacher's actions, which illustrate the skill used effectively. Label the skill and encourage the teacher to continue using the effective skill. Instructional leader may also give rationale for the continued use of the skill being reinforced for the productive effect on student learning.

Part II: Developing a Professional Growth Plan-For each of the aforementioned parts and steps, the candidate will complete based on the pre-conference, the observation, the analyzed data, his/her thoughtful feedback and reflection, and the post-conference with the volunteer-teacher. Teacher will respond to the feedback and participate in the development of a professional growth plan. Plan will include goals and objectives for growth as identified in the observation. Plan should include the use of new strategies to address areas of weakness and provide a timeline for the beginning and completion of activities for implementation. A date and documentation for follow-up is established.

Attachment E.3.2: Clinical Supervision to Improve Student Learning Rubric

Assessment 3: Section II

EDAS 7304 Instructional Leadership and Supervision
Standards addressed 2.2 and 2.3

Brief Description: Each candidate will become knowledgeable and gain supervision skills for use in the classroom. The purpose of this activity is to develop the administrative skills of UALR candidates in the use of the clinical observations as a means of improving teacher's instructional performance and thus, student achievement. The outcome of this assignment should result in the professional growth of the teacher, thus, student achievement. As a culminating event, each candidate will be required to use and demonstrate the understanding of the clinical supervision model through application in the classroom-teaching environment. Each candidate will observe a volunteer teacher colleague.

Criterion	Proficient	Satisfactory	Basic	Inadequate
Holds a Pre-observation conference (ELCC 2.4.b)	The candidate clearly demonstrates the ability to plan, develop, and initiate a well-designed pre-observation conference. The reason, purpose, and focus of the upcoming observation are agreed upon with teacher. The format of the observation is well articulated and discussed. The time of observation and post-conference are determined.	The candidate demonstrates the ability to plan, develop, and initiate a well-designed pre-observation conference. The purpose and the focus of the observation are explained. The format of the observation is discussed. The time of observation and post-conference are determined.	The candidate demonstrates the ability to plan, develop, and initiate a pre-observation conference. The purpose and focus of the observation is unclear. The format of the observation is discussed. The time of observation and post-conference are not determined.	They did not demonstrate the ability to plan, develop, and initiate a pre-observation conference. The purpose and the focus of the observation are not explained.
Completes observation (ELCC 2.4.b)	The candidate used the observation tool to complete the classroom observation. The candidate took detailed notes with analysis, and excellent descriptions of classroom events as they related to the purpose of the observation.	The candidate used the observation tool to complete the classroom observation. The candidate demonstrated the ability to take notes as they related to the purpose of the observation.	The candidate used the observation tool to complete the classroom observation. The candidate's notes not detailed but related to the purpose of the observation.	The candidate did not complete a meaningful observation. The candidate's notes did not sufficiently relate to the purpose of the observation.

Criterion	Proficient	Satisfactory	Basic	Inadequate
Written Analysis and Summary (ELCC 5.2)	The summary is well written and addressed areas of concern showing impartiality, sensitivity to student diversity, and constructive feedback eliminating issues of personal bias.	The summary is well written in a manner that eliminates concerns of personal bias, impartiality, and was sensitive to the needs of the teacher.	The summary provided some feedback but had overtones of personal bias and insensitivity.	The summary was not well written.
Post-conference: develops a professional growth plan (ELCC 2.4.c)	The candidate demonstrated the ability to collaborate with the teacher by allowing her/him to respond to the feedback and participate in the development of a professional growth plan. The professional growth plan includes goals and objectives for professional growth as identified in the observation, activities, and strategies to address the area of weakness. A timeline for start and completion of the activities needed for implementation. A date and time for follow-up was established.	The candidate demonstrated the ability to collaborate with the teacher by allowing her/him to respond to the feedback and participate in the development of a professional growth plan. The professional growth plan includes goals and objectives for professional growth as identified in the observation, activities, and strategies to address the area of weakness. A timeline for start and completion of the activities needed for implementation.	The candidate demonstrated the ability to develop professional growth plan without the collaboration of the teacher. The professional growth plan included some activities to be undertaken to address the area of weakness.	The professional growth plan did not identify the observation or activities to be undertaken to address areas of weakness.

Attachment E.3.3: Clinical Supervision to Improve Student Learning Data Matrix

Candidate Performance on Clinical Instructional Supervision Plan by Year

	2010-2011
4= Proficient	62.5
3= Satisfactory	37.5
2= Basic	0
1= Inadequate	0
N=	8
Passing Percentage	100
Mean	3.9
Standard Dev.	0.2

No data available for 2011-2012 due to failure of faculty to assess.

ATTACHMENT F
Assessment 4: PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

- Attachment F.4.1: Administrative Internship Portfolio and Presentation
- Attachment F.4.2: Administrative Internship Portfolio and Presentation Rubric
- Attachment F.4.3: Administrative Internship Portfolio and Presentation Data Matrix

The Educational Administration and Supervision Program (EDAS) at the University of Arkansas – Little Rock (UALR) provides candidates an internship, which integrates strategic, instructional, organizational, and contextual leadership standards into the workplace environment. When coupled with integrating experiences through related cohort course work, the outcome develops into a powerful synthesis of knowledge and skills useful to practicing school leaders. The internship runs concurrent with courses so candidates can combine academic instruction and practical experience simultaneously. In addition, the combination of coursework and practical experience requires in-depth reflection and provides opportunities to apply information gained in an academic setting.

The internship centers on the preparation of effective school leaders and requires two semesters of clinical practice. Candidates (UALR Interns) complete the internship under the collaborative supervision of school district administrative personnel (Site Supervisors) and the UALR EDAS faculty (UALR Supervisors).

Attachment F.4.1: Administrative Internship Portfolio and Presentation
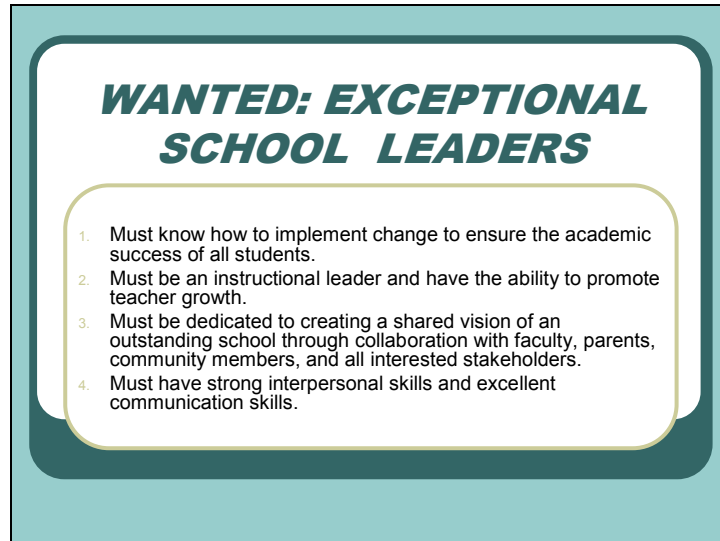
Research findings indicate today's educational environments require exemplary school leaders. Additionally, today's leaders need skills not always deemed important in order to be effective during the last century. Thus, exemplary leaders must possess a wide variety of qualities including interpersonal and intrapersonal intelligence.

The *Leadership Growth Presentation* integrates key issues of educational leadership presented in coursework, personal reflections upon experiences in educational settings, and current research in education. The *Presentation* assists the candidate in synthesizing the knowledge, skills, dispositions, and performances obtained throughout the Program, informing a personal philosophy of leadership, and assessing potential to meet career goals. The product is a formal presentation consisting of a clear and concise analysis of 21st century educational research and theory with regard to an individually selected component cited in the want ad. It includes a review of pertinent literature and a specific professional development plan.

Presentation Guidelines

In light of your career goals, select an aspect from the want ad to research. The *Presentation* must be logically organized, display clearly stated content, incorporate empirically supported propositions, as well as demonstrate grammatically composed text. Complete in-depth research to locate sources that support the need to examine the issue thoroughly and that identify types of experiences needed to obtain or strengthen your argument. Use a minimum of 10-12 sources, 6 of which must be primary sources.

In addition, review the materials in your portfolio, reflective journals, and coursework; develop a professional plan that includes the following:

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Strengths Analysis

- Narrative reflection upon your identified strengths with respect to your topic;
- A plan to use your strengths as an exemplary educational leader that includes specific goals, benchmarks, and a timeframe in table format according to APA guidelines.

Growth Analysis

- Narrative reflection upon your identified areas of growth with respect to your topic;
- A plan to develop your area of growth as an exemplary educational leader that includes specific goals, benchmarks, and a timeframe in table format.

Self-Evaluation

- What have I learned from my research?
- Conclusions describing how this information made a difference in your professional life.
- Give audience a feeling of your professional accomplishment.

Attachment F.4.2: Administrative Internship Portfolio and Presentation Rubric

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Rubric for Evaluation
Leadership Growth Presentation

	Proficient **4**	*Satisfactory* **3**	*Basic* **2**	*Unacceptable* **1**	*Score*
Introduction	Presents a concise lead-in to the presentation concerning the role of the 21st century leader. Purpose and philosophy are clearly defined. Contains detailed explanation of career goals.	Gives too much information – like a summary. Some success defining purpose and philosophy. Contains explanation of career goals.	Gives very little information about the presentation. Fails to make audience aware of the purpose or philosophy. Limited explanation of career goals.	Gives no introductory information. Fails to make audience aware of the purpose or philosophy. No explanation of career goals.	
Leadership Growth Review	Evidence of synthesis, analysis, and evaluation of all sources in a well-organized manner. Provides pertinent examples, facts, and research. Effectively convinces audience of the validity of a point of view.	Evidence of some synthesis and analysis of sources. Provides some examples, facts, and supportive research. Point of view is clear, but development or support is inconclusive and incomplete.	Little evidence of analysis of sources. Provides weak examples, facts, and supportive research. Point of view may be clear, but lacks development or support.	No evidence of analysis of sources. Provides irrelevant examples, facts, with no supportive research. Point of view unclear lacks development or support.	
Professional Development Plan	Thoroughly explores strengths and growth essentials for success. Realistic and creative steps with timeline are evident. Fully integrated CF, ELCC, and AR standards.	Exploration of strengths and areas for growth. Concise steps and timeline are evident. Some integration of CF, ELCC, and AR standards.	Little exploration of strengths and areas for growth. Steps to develop areas for growth are unrealistic. Little integration CF, ELCC, and AR standards.	No exploration of strengths and areas for growth. Steps to develop areas for growth are unrealistic. No integration CF, ELCC, and AR standards.	
Conclusion	Fully describes the learning gained from Leadership Program coursework and clinical practice. Conclusion carefully illustrates application of learning to career goals.	Describes most of the learning gained from Leadership Program coursework and clinical practice. Conclusion illustrates application of most learning to career goals.	Weakly describes learning gained from Leadership Program coursework and clinical practice. Conclusion poorly illustrates application of learning to career goals.	No description of learning gained from Leadership Program coursework and clinical practice. Conclusion does not illustrate application of learning to career goals.	
References	References used support ideas effectively. Breadth of references is evident.	References moderately support ideas. Number of references is adequate.	References support ideas poorly. Number of references not adequate.	References do not support ideas. Number of references not adequate.	
Conventions	Correct grammar and punctuation are used. No need for editing.	Few grammar and/or punctuation errors.	Some grammar and punctuation errors are present.	Many grammar and punctuation errors are present.	

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Final Review – Portfolio Assessment Rubric

CATEGORY	4 - Proficient	3- Satisfactory	2- Basic	1 - Unacceptable
Professional Documents (Items 1-8)	Clear and convincing evidence presented Well written No grammar, spelling, or punctuation errors	Appropriate evidence or documentation presented Well written Few grammar, spelling, or punctuation errors	Evidence/documentation unclear or inappropriate for item Multiple grammar, spelling, or punctuation errors	No evidence or documentation presented
Grade Point Average (Item 9)	Maintains 3.5 to 4.0 GPA	Maintains 3.0 to 3.49 GPA	Fails to maintain 3.0 GPA Review candidate's overall performance for probationary status or expulsion from program	
Personal Reflections from Course Modules (Items 10-14)	Reflections on course module are very well written, relevant, and gives several examples connecting theory to Practice No grammar, spelling, or punctuation errors	Reflections on course module are well written, relevant and shows evidence of connecting theory to practice Few grammar, spelling, or punctuation errors	Some written reflection on course module Lacks clarity and depth and/or Multiple grammar, spelling, or punctuation errors	No reflections and/or work products for this course module
Internship Logs & Activity Documentation (Items 15-18)	Log reflects 400+ internship hours Completes all required and additionally assigned activities Provides clear and convincing documentation for all activities No grammar, spelling, or punctuation errors	Log reflects 400 hours Most required activities and some additionally assigned activities are documented. Some written documentation may be incomplete or unclear at times Few grammar, spelling, or punctuation errors	Log reflects 350-400 hours Written documentation for many required activities is incomplete or unclear Multiple grammar, spelling, or punctuation errors	No log of activities or log reflects less than 350 hours Little or no written documentation of required activities Significant grammar, spelling and punctuation are unacceptable
Internship Journal Entries (Item 19)	Sufficient number of entries included (greater than 60) Entries are rich and detailed, show how theory & concepts relate to relationships and events, describes specific incidents & candidate's reaction, describes group processes - No grammar, spelling, or punctuation errors	Sufficient number of entries included (greater than 48) Entries are detailed and show some evidence of how theory & concepts relate to relationships and events - Few grammar, spelling, or punctuation errors	Insufficient number of entries included and/or Entries lack detail or fail to show how theory & concepts relate to relationships and events Multiple grammar, spelling, or punctuation errors	Few or no journal entries included

Check each item articulated in the answer.
ELCC Standards: The Building Leader believes in, values, and is committed to:

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1.0: facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

☐ Develop a Vision
☐ Articulate a Vision
☐ Implement a Vision
☐ Steward Vision
☐ Promote Community Involvement in the Vision

2.0: providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

☐ Promote Positive School Culture
☐ Provide Effective Instructional Program
☐ Apply Best Practice to Student Learning
☐ Design Comprehensive Professional Growth Plans

3.0: managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

☐ Manage the Organization
☐ Manage Operations
☐ Manage Resources

4.0: collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

☐ Collaborate with Families and Other Community Members
☐ Respond to Community Interests and Needs
☐ Mobilize Community Resources

5.0: acting with integrity, fairly, and in an ethical manner.

☐ Acts with Integrity
☐ Acts Fairly
☐ Acts Ethically

6.0: understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

☐ Understand the Larger Context
☐ Respond to the Larger Context
☐ Influence the Larger Context

Outcomes of the Conceptual Framework:

☐ Effective Communicators
☐ Commitment to Diversity
☐ Professional Development
☐ Expertise

Attachment F.4.3: Administrative Internship Portfolio and Presentation Data Matrix

Unable to retrieve data through Chalk & Wire

ELCC Standards	Mean Scores	Standard Mean Score
1.1		
1.2		
1.3		
1.4		
1.5		
Standard 1 Composite		
2.1		
2.2		
2.3		
2.4		
Standard 2 Composite		
3.1		
3.2		
3.3		
Standard 3 Composite		
4.1		
4.2		
4.3		
Standard 4 Composite		
5.1		
5.2		
5.3		
Standard 5 Composite		
6.1		
6.2		
6.3		
Standard 6 Composite		

ATTACHMENT G
Assessment 3: PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:

- Attachment G.5.1: Graduate Assessment & Rubric
- Attachment G.5.2: Employer Assessment & Rubric
- Attachment G.5.3: Survey Data Matrix

Attachment G.5.1: Graduate Assessment & Rubric

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Graduate Survey of the Educational Administration and Supervision Program

Position of Graduate: _____

Listed below in the right column is a rating scale to assess our graduates knowledge, dispositions, and performance outcomes for the educational administration and supervision programs at The University of Arkansas – Little Rock. We are striving to address each of these areas in our programs. Please take a few minutes to assist us in evaluating this by darkening the ovals completely in the column at the right. Do not X or √ the oval. Your honest and forthright evaluation to each section is greatly appreciated. We will use your responses to assist us in determining changes we may wish to implement during the process of continuous improvement.

Rating Scale:

①	②	③	④

Strongly Disagree   **Strongly Agree**

Part I. Questions for All Advanced-Level Programs

Knowledge – My learning experiences in the Department of Educational Leadership at The University of Arkansas – Little Rock provided me with sufficient knowledge in my field regarding:

	Rating			
appropriate pedagogy, strategies, and practices.	①	②	③	④
learning goals in a pluralistic society	①	②	③	④
principles of developing and implementing strategic plans	①	②	③	④
data collection and data analysis strategies	①	②	③	④
effectual communication processes and strategies	①	②	③	④
student growth and development	①	②	③	④
applied learning theories	①	②	③	④
applied motivational theories	①	②	③	④
curriculum design, implementation, evaluation, and refinement	①	②	③	④
principles of effective instruction	①	②	③	④
measurement, evaluation, and assessment strategies	①	②	③	④
school cultures and diversity impacting educational programs	①	②	③	④
adult learning and professional development models	①	②	③	④
the change process for systems, organizations, and individuals	①	②	③	④
the role of technology in promoting student learning and professional growth	①	②	③	④
theories of systems, models of organizations, and the principles of organizational development	①	②	③	④
human resources management, development, and professional codes of ethics	①	②	③	④
principles and issues relating to fiscal operations of school management at the school and district level	①	②	③	④
principles and issues relating to the security and safety of school facilities and use of space	①	②	③	④

Program Assessment Report 2010-2012

Rating Scale:

| ① | ② | ③ | ④ |

Strongly Disagree   Strongly Agree

Knowledge Base (Continued)	Rating			
legal issues impacting school operations	①	②	③	④
current technologies that support management functions	①	②	③	④
emerging issues and trends that potentially impact the school community	①	②	③	④
community relations, resources, including marketing strategies and processes	①	②	③	④
successful models of school, family, business, community, government and higher education partnerships	①	②	③	④
the philosophy and history of education, the purpose of education, and the role of leadership in modern society	①	②	③	④
various ethical frameworks and perspectives on ethics	①	②	③	④
principles of representative governance that under gird the system of American schools	①	②	③	④
the role of public education in developing and renewing a democratic society and an economically productive nation	①	②	③	④
the law as related to education, schooling, and school operations	①	②	③	④
the political, social, cultural and economic systems and processes that impact schools	①	②	③	④
models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling	①	②	③	④
global issues and forces affecting teaching and learning	①	②	③	④
the dynamics of policy development and advocacy under our democratic political system	①	②	③	④
the importance of diversity and equity in a democratic society	①	②	③	④

Dispositions

The University of Arkansas – Little Rock Department of Educational Leadership facilitated processes and provided opportunities for me to engage in activities ensuring that I articulated my beliefs and values, as well as demonstrated my commitment to:

	Rating			
a school vision of high standards of learning	①	②	③	④
the inclusion of all members of the school community	①	②	③	④
ensuring that students have the knowledge, skills, and values needed to become successful adults	①	②	③	④
a willingness to continuously examine one's own assumptions, beliefs, and practices through continuous school improvement	①	②	③	④
doing the work required for high levels of personal and organization performance	①	②	③	④
student learning as the fundamental purpose of schooling	①	②	③	④
the variety of ways in which students can learn	①	②	③	④
professional development as an integral part of continuous school improvement	①	②	③	④
a safe and supportive learning environment	①	②	③	④

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Rating Scale:

①   ②   ③   ④

Strongly   Strongly
Disagree   Agree

Dispositions (Continued)	Rating			
preparing students to be contributing members of society	①	②	③	④
making management decisions to enhance learning and teaching	①	②	③	④
accepting responsibility	①	②	③	④
high-quality standards, expectations, and performances	①	②	③	④
Involving and empowering stakeholders in management processes	①	②	③	④
collaboration and communication with families as partners in the education of their children	①	②	③	④
the proposition that diversity enriches the school	①	②	③	④
the proposition that families have the best interests of their children in mind	①	②	③	④
an informed public and the resources of the family and community impacting the education of students	①	②	③	④
the right of every student to a free, quality education	①	②	③	④
using the influence of one's office constructively and productively in the service of all students and their families	①	②	③	④
importance of a continuing with other decision makers affecting education	①	②	③	④
actively participating in on-going dialogue within the political and policy-making context	①	②	③	④
using legal systems to protect student rights and improve student opportunities	①	②	③	④
	①	②	③	④

Performances

The University of Arkansas – Little Rock Department of Educational Leadership facilitated processes and provided opportunities for me to engage in activities ensuring that I:

	Rating			
effectively communicated to staff, parents, students, and community members the vision and mission of the school	①	②	③	④
communicated the vision and mission through the use of symbols, ceremonies, stories, and similar activities	①	②	③	④
modeled the core beliefs of the school vision for all stakeholders	①	②	③	④
recognized and celebrated the contributions of school community members to the realization of the vision	①	②	③	④
developed an implementation plan in which objectives and strategies to achieve the vision and goals are clearly articulated	①	②	③	④
used assessment data related to student learning and relevant demographic data pertaining to students and their families	①	②	③	④
developed the vision with and among stakeholders identifying, clarifying, and addressing barriers to achieving the vision	①	②	③	④
sought and obtained needed resources to support the implementation of the school mission and goals	①	②	③	④
regularly monitored, evaluated, and revised the vision, mission, and implementation plans communicating progress	①	②	③	④
all individuals are treated with fairness, dignity, and respect	①	②	③	④

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Rating Scale:

① ② ③ ④

☞ ☜

Strongly Disagree

Strongly Agree

Performances (Continued)	Rating			
professional development promotes a focus on student learning consistent with the school vision and goals	①	②	③	④
the responsibilities and contributions of each individual are acknowledged	①	②	③	④
barriers to student learning are identified, clarified, and addressed	①	②	③	④
there is a culture of high expectations for self, student, and staff performance	①	②	③	④
technologies are used in teaching, learning, and professional development	①	②	③	④
curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined based on research, expertise of teachers, and the recommendations of learned societies	①	②	③	④
collective bargaining and other contractual agreements related to the school are effectively managed	①	②	③	④
the school plant, equipment, and support systems operate safely, efficiently, and effectively	①	②	③	④
time is managed to maximize attainment of organizational goals	①	②	③	④
financial, human, and material resources are aligned to the goals of schools	①	②	③	④
organizational systems are regularly monitored and modified as needed	①	②	③	④
responsibility is shared to maximize ownership and accountability	①	②	③	④
effective problem-framing, problem-solving, and conflict resolution skills are used	①	②	③	④
effective group-process and consensus-building skills are used	①	②	③	④
a safe, clean, and aesthetically pleasing school environment is created and maintained	①	②	③	④
the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities	①	②	③	④
confidentiality and privacy of school records are maintained	①	②	③	④
high visibility, active involvement, and communication with the larger community is a priority	①	②	③	④
outreach to different business, religious, political, and service agencies and organizations	①	②	③	④
partnerships are established with area businesses, institutions of higher education, and community groups	①	②	③	④
effective media relations are developed and maintained	①	②	③	④
demonstrates a personal and professional code of ethics	①	②	③	④
demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	①	②	③	④
recognizes and respects the legitimate authority of others	①	②	③	④
the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities	①	②	③	④

Complete Either Part IIA (Building Leadership) on this page, or Part IIB (District Leadership) Internship Evaluation on page 6

Part IIA: Questions Specific to School Building Leadership Internship Standards

Rating Scale:

①   ②   ③   ④

Strongly Disagree   **Strongly Agree**

	Rating			
Graduates demonstrated the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.	①	②	③	④
Each graduate had a minimum of six months (or equivalent) of fulltime internship experience.	①	②	③	④
Graduates participated in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for graduate application of knowledge and skills on a full-time basis.	①	②	③	④
Graduates applied skills and knowledge articulated in these standards as well as state and local standards for educational leaders.	①	②	③	④
Experiences were designed to accommodate graduates' individual needs.	①	②	③	④
Graduates' experiences occurred in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.	①	②	③	④
Graduates' experiences were planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet graduate and program needs.	①	②	③	④
Mentors were provided training to guide the graduate during the intern experience.	①	②	③	④
Graduates earned graduate credit for their intern experience.	①	②	③	④

Those graduates completing the Building Level Program, please go to page 7, Part III **and complete the survey.**

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Part IIB: Questions Specific to School District Leadership Internship Standards

Rating Scale:

①	②	③	④

Strongly Disagree

Strongly Agree

	Rating			
Graduates demonstrated the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by district leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, school board members, students, parents, and school and community leaders.	①	②	③	④
Graduates participated in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for graduate application of skills and knowledge on a full-time basis.	①	②	③	④
Graduates applied skills and knowledge articulated in these standards as well as state and local standards for educational leaders.	①	②	③	④
Experiences were designed to accommodate graduates' individual needs.	①	②	③	④
Graduates' experiences occurred in multiple district administrator settings and allow for the demonstration of relevant knowledge and skills.	①	②	③	④
Graduates' experiences included work with appropriate community organizations, parent groups, and school boards.	①	②	③	④
Graduates' experiences were planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. The three individuals work together to meet graduate and program needs.	①	②	③	④
Mentors were provided training to guide the graduate during the intern experience.	①	②	③	④
Graduates earned graduate credit for their intern experience.	①	②	③	④

Those graduates completing the District-Level Program, please go to page 7, Part III **and complete the survey.**

Program Assessment Report 2010-2012
Part III. Your Situation at Present

1. Current Professional Status

	Employed *(please complete items 2 through 5 below)*
	Graduate School *(please indicate program and university)*
	Other *(please specify)*

2. What is your professional position?

	Teacher		Business Administrator
	Lead Teacher		Human Resources Administrator
	Building Facilitator		Assistant Superintendent
	Assistant Principal		Associate Superintendent
	Principal		Superintendent
	Instructional Supervisor		Other *(please specify)*
	Special Program Supervisor		

3. What is the nature of your place of employment?

	Preschool		Alternative School
	Elementary School		Vocational Center
	Middle School/Junior High School		Central Office
	High School		Other *(please specify)*
	Principal		

4. School (if applicable): _____

5. School District: _____

The following information well is used to identify the demographic composition of the students in your building and district.

6. What is the approximate percentage ethnic balance of students in your school and/or district?

Asian Pacific Rim		Hispanic		Asian Pacific Rim		Hispanic	
Black		Native American		Black		Native American	
Caucasian		Other		Caucasian		Other	

7. What is the percentage of students with special needs in your place of employment? _____

8. In which areas and in what ways did your program at The University of Arkansas – Little Rock excel?

_____
_____
_____
_____

9. In which areas and in what ways could we improve the program at The University of Arkansas – Little Rock?

_____
_____
_____
_____

10. What information from the program have you used most in your work?

11. What information have you found that you needed and did not obtain from the program?

Part IV. Additional Remarks

Attachment G.5.2: Employer Assessment & Rubric

UALR

Graduate Program in Educational Administration and Supervision
Building-Level Follow-up Survey (BFS)

Position of Graduate: _____

Listed below in the right column is a rating scale to assess our graduates knowledge, dispositions, and performance outcomes for the educational leadership programs at The University of Arkansas – Little Rock. We are striving to address each of these areas in our programs. Please take a few minutes to assist us in evaluating this by darkening the ovals completely in the column at the right. Do not X or √ the oval. Your honest and forthright evaluation to each section is greatly appreciated. We will use your responses to assist us in determining changes we may wish to implement during the process of continuous improvement.

Rating Scale:

①   ②   ③   ④

Strongly Disagree   **Strongly Agree**

Questions Specific to School Building Leadership Standards

1.1 Develop a Vision	Rating			
Graduates develop a vision of learning for a school that promotes the success of all students.	①	②	③	④
Graduates 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.	①	②	③	④
1.2 Articulate a Vision				
Graduates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.	①	②	③	④
Graduates demonstrate the ability to use databased 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.	①	②	③	④
Graduates demonstrate the ability to communicate the vision to staff, parents, students, and community members with symbols, ceremonies, stories, and other activities.	①	②	③	④

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Rating Scale:

①	②	③	④
☜			☟
Strongly Disagree			**Strongly Agree**

1.3 Implement a Vision	**Rating**			
Graduates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.	①	②	③	④
Graduates 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).	①	②	③	④
1.4 Steward a Vision				
Graduates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.	①	②	③	④
Graduates design or adopt a system for using databased research strategies to regularly monitor, evaluate, and revise the vision.	①	②	③	④
Graduates assume stewardship of the vision through various methods.	①	②	③	④
1.5 Promote Community Involvement in the Vision				
Graduates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.	①	②	③	④
Graduates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.	①	②	③	④
2.1 Promote Positive School Culture				
Graduates 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.	①	②	③	④
2.2 Provide Effective Instructional Program				
Graduates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.	①	②	③	④
Graduates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.	①	②	③	④
Graduates 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.	①	②	③	④

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Rating Scale:

| ① | ② | ③ | ④ |

Strongly Disagree   **Strongly Agree**

2.3 Apply Best Practice to Student Learning	Rating			
Graduates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.	①	②	③	④
Graduates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.	①	②	③	④
Graduates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.	①	②	③	④
2.4 Design Comprehensive Professional Growth Plans				
Graduates 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.	①	②	③	④
Graduates 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.	①	②	③	④
Graduates develop and implement personal professional growth plans that reflect a commitment to life-long learning.	①	②	③	④
3.1 Manage the Organization				
Graduates 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.	①	②	③	④
Graduates 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.	①	②	③	④
Graduates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.	①	②	③	④
3.2 Manage Operations				
Graduates demonstrate the ability to involve staff in conducting 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.	①	②	③	④
Graduates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.	①	②	③	④

Rating Scale:

①	②	③	④

| Strongly Disagree | | | Strongly Agree |

3.2 Manage Operations (Continued)	Rating			
Graduates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.	①	②	③	④
3.3 Manage Resources				
Graduates 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.	①	②	③	④
Graduates creatively seek new resources to facilitate learning.	①	②	③	④
Graduates apply and assess current technologies for school management, business procedures, and scheduling.	①	②	③	④
4.1 Collaborate with Families and Other Community Members				
Graduates demonstrate an ability to bring together the resources of family members and the community to affect student learning positively.	①	②	③	④
Graduates 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.	①	②	③	④
Graduates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.	①	②	③	④
Graduates apply an understanding of community relations models, marketing strategies and processes, databased decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.	①	②	③	④
Graduates develop various methods of outreach aimed at business, religious, political, and service organizations.	①	②	③	④
Graduates 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.	①	②	③	④
Graduates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.	①	②	③	④
Graduates develop a comprehensive program of community relations and demonstrate the ability to work with the media.	①	②	③	④
4.2 Respond to Community Interests and Needs				
Graduates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.	①	②	③	④

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Rating Scale:

① ② ③ ④

Strongly
Disagree

Strongly
Agree

4.2 Respond to Community Interests and Needs (Continued)	Rating			
Graduates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.	①	②	③	④
Graduates provide leadership to programs serving students with special and exceptional needs.	①	②	③	④
Graduates 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.	①	②	③	④
4.3 Mobilize Community Resources				
Graduates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.	①	②	③	④
Graduates demonstrate how to use school resources and social service agencies to serve the community.	①	②	③	④
Graduates 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 problems.	①	②	③	④
5.1 Acts with Integrity				
Graduates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	①	②	③	④
5.2 Acts Fairly				
Graduates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	①	②	③	④
5.3 Acts Ethically				
Graduates make and explain decisions based upon ethical and legal principles.	①	②	③	④
6.1 Understand the Larger Context				
Graduates 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.	①	②	③	④
Graduates 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.	①	②	③	④

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Rating Scale:

①   ②   ③   ④

Strongly Disagree   **Strongly Agree**

6.1 Understand the Larger Context (Continued)	**Rating**			
Graduates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.	①	②	③	④
Graduates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.	①	②	③	④
Graduates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.	①	②	③	④
Graduates demonstrate the ability to analyze and describe the cultural diversity in a school community.	①	②	③	④
Graduates can describe community norms and values and how they relate to the role of the school in promoting social justice.	①	②	③	④
Graduates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.	①	②	③	④
6.2 Respond to the Larger Context				
Graduates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.	①	②	③	④
6.3 Influence the Larger Context				
Graduates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.	①	②	③	④
Graduates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.	①	②	③	④
Graduates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	①	②	③	④

12. In which areas and in what ways did the leadership program at The University of Arkansas – Little Rock excel as we prepared our graduates?

_____

_____

_____

_____

_____

13. In which areas and in what ways could we improve the leadership program at The University of Arkansas – Little Rock?

_____

_____

_____

_____

_____

Attachment G.5.3: Survey Data Matrix

Assessment #5: EFFECTS ON STUDENT LEARNING

ELCC Standards	Mean Scores	Standard Mean Score	ELCC Standards	Mean Scores	Standard Mean Score	
1.1	3.0		1.1			
1.2	2.5		1.2			
1.3	5.0		1.3			
1.4	4.0		1.4			
1.5	5.5		1.5			
Standard 1 Composite	3.00		**Standard 1 Composite**			
2.1	2.0		2.1			
2.2	3.5		2.2			
2.3	6.0		2.3			
2.4	5.0		2.4			
Standard 2 Composite	3.13		**Standard 2 Composite**			
3.1	3.5		3.1			
3.2	4.0		3.2			
3.3	5.0		3.3			
Standard 3 Composite	3.20		**Standard 3 Composite**			
4.1	5.0		4.1			
4.2	5.5		4.2			
4.3	5.5		4.3			
Standard 4 Composite	4.00		**Standard 4 Composite**	4.00		
5.1	6.0		5.1	6.0		
5.2	6.0		5.2	6.0		
5.3	6.0		5.3	6.0		
Standard 5 Composite	4.00		**Standard 5 Composite**	4.00		
6.1	4.0		6.1	4.0		
6.2	4.5		6.2	4.5		
6.3	5.0		6.3	5.0		
Standard 6 Composite	3.75		**Standard 6 Composite**	3.75		

ATTACHMENT H
Assessment 3: PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:

- Attachment H.6.1: Education Law Review Action Research
- Attachment H.6.2: Education Law Review Action Research Rubric
- Attachment H.6.3: Education Law Review Action Research Data Matrix

Attachment H.6.1: Education Law Review Action Research

EDAS 7303-Significant Activity (Chalk & Wire)
Education Law and Ethics

ELCC Standard 6.0
6.1 Understand the Larger Context
6.3 Influence the Larger Context

Significant Activity:

In your personal and professional experience, you probably thought to yourself that an administrator probably handled a situation poorly that could possibly lead to legal difficulty. This is your opportunity to write and reflect on the situation. You will prepare your research project based on certain cases and issues currently or recently litigated and present the basic facts and ethical and legal issues raised by these cases in relation to the specific area of case law and administrative practice. Papers should be approximately 15-20 pages in length. Original rather than secondary legal sources should be used-read the actual case, not someone else's summary. Your paper must include the following:

1. An introduction that provides the reader with enough background information   to understand the situation. Your discussion should include the major characters and the context of the situation.

2. Translate Legalese to English. (Your paper should be clear to colleagues who have not taken a law course.

3. A discussion of the legal implications of the situation. Discuss three to four cases that should be considered when dealing with this situation. You are to read and cite the original cases (majority and minority opinions) and synthesize the information in a cohesive narrative.

4. Back up generalizations with references or case citations. When you cite a case in your paper, explain how its ruling is relevant, and identify legal principles that would apply to future cases.

5. Use the most recent cases available

6. Include a reference list of relevant educational and legal articles you consulted, and summarize or integrate these materials in your paper.

Attachment H.6.2: Education Law Review Action Research Rubric

Case Law Analysis Rubric 7303

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.

Criteria	Proficient 4	Satisfactory 3	Basic 2	Inadequate 1
6.1a, 6.1b Presentation of Case/Issue/Format	Covers topic or issue convincingly and in depth. Includes properly cited sources.	Includes persuasive information with most sources properly cited. Includes enough elaboration to give readers a clear picture.	Includes some persuasive information with few citations and few facts about the topic or issue.	Includes little persuasive information and only one or two facts about the topic/issue.
6.1 b Holding (s) of Case	Holding (Court Decision) the challenge of the case is always stated clearly and accurately.	Holding (Court Decision) the challenge of the case is mostly stated clearly and accurately.	Holding (Court Decision) the challenge of the case is somewhat stated clearly and accurately.	Holding (Court Decision) the challenge of the case is weakly stated, unclear.
6.1d Legal Doctrine	Legal doctrine or principle was addressed clearly and accurately.	Legal doctrine or principle was mostly addressed.	Legal doctrine or principle was somewhat addressed.	Legal doctrine or principle was never addressed.
6.1d, 6.3b Significance	Clearly stated the significance that case has for schools and schooling.	Mostly stated the significance that case has for schools and schooling.	Somewhat stated the significance that case has for schools and schooling.	Never stated the significance that case has for schools and schooling.
Presentation	Clear and well-organized presentation of case.	Presentation of case organized well.	Presentation of case poorly organized.	Presentation of case was disorganized.

Attachment H.6.3: Education Law Review Action Research Data Matrix

Candidate Performance on Educational Law and Ethics Research Project

	2010-2011 %		2011-2012 %
4= Proficient	41.7	**4= Proficient**	100
3= Satisfactory	50.0	**3= Satisfactory**	
2= Basic	8.3	**2= Basic**	
1= Below basic	0	**1= Below basic**	0
N=	12	**N=**	1
Passing Percentage	100	**Passing Percentage**	100
Mean	3.5	**Mean**	4.0
Standard Dev.	0.5	**Standard Dev.**	0.0

ATTACHMENT I
Assessment #7 – PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:
Challenging Entrenched Behaviors Analysis

- Attachment I.7.1: Challenging Entrenched Behaviors
- Attachment I.7.2: Challenging Entrenched Behaviors Rubric
- Attachment I.7.3: Challenging Entrenched Behaviors Data Matrix

Attachment I.7.1: Challenging Entrenched Behaviors

EDAS 7300-Significant Activity (Chalk & Wire)
Foundations of Educational Administration

ELCC Standard 1.0
1.1 Develop a Vision
1.2 Articulate a Vision
1.3 Implement a Vision
1.4 Steward a Vision
1.5 Promote Community Involvement in the Vision

ELCC Standard 4.0
4.1 Collaborate with Families and Other Community Members
4.2 Respond to Community Interests and Needs
4.3 Mobilize Community Resources

Description of the Activity: Challenging Entrenched Behaviors at Arkansas School
 Each student will complete all elements of the Challenging Entrenched Behaviors scenario. The purpose of the activity is to reflect upon the student's own leadership style and to apply that style to providing leadership to a case study. Students will respond to the case study to include the following actions: identify the problem; seek data and analyze the problem factors; research, collect and organize relevant information; identify causes; seek creative solutions; apply ethical standards; plan for continuing dialogue with diverse community groups; and determine best solution with others when appropriate. The process of collaboration will be used for development of an appropriate plan of action. The School-Community Profiling Process is used in developing the responses to the Entrenched Behaviors activity. This process makes use of all community resources for the collection of school district characteristics, population characteristics, economic characteristics, geographical characteristics, customs and traditions, communication channels, community groups, leadership, political structure, and social tensions and unifying efforts. The following elements will be developed throughout this activity. 1) Explain your leadership style; 2) Develop the "Establishing the Profile" data for your scenario; 3) Identify the problem; 4) Seek data and analyze the problem factors;   (5) Research, collect and organize relevant information; (6) Apply ethical standards; and (7) Develop goal statements that will be the focus of problem analysis and program planning for the "Challenging Entrenched Behaviors at Arkansas School". The candidate will reflect in the plan the values, beliefs, and personal integrity as documented in his/her Administrative/Leadership Platform (EDAS 7305 The Principalship) which is taken concurrently with EDAS 7300.

Attachment I.7.2: Challenging Entrenched Behaviors Rubric

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.

Criteria	Proficient 4	Satisfactory 3	Basic 2	Inadequate 1
1.1 Develop a Vision	The scenario addresses the personal leadership style of the candidate and provides statements of personal values leadership.	The scenario includes general evidence of the personal leadership style and clear statements of personal values leadership are presented.	The scenario provides minimal evidence of the personal leadership style or statements of personal values leadership are presented.	The scenario provides unsatisfactory evidence of a personal leadership style of the candidate or statements of personal values leadership are presented.
1.2 Articulate a Vision	The scenario discusses specific databased research strategies used in developing the plans for implementing change in the environment.	The scenario somewhat discusses databased research strategies for use in developing the plans for implementing change in the environment.	The scenario does not adequately discuss databased research strategies in developing the plans for implementing change in the environment.	The scenario does not discuss databased research strategies in developing the plans for implementing change in the environment.
1.3 Implement a Vision	The scenario specifically addresses skills candidate possesses as an educational leader.	The scenario somewhat addresses skills candidate possesses as an educational leader.	The scenario does not adequately address the skills the candidate possesses as an educational leader.	The scenario does not address the skills the candidate possesses as an educational leader.
1.4a Steward a Vision	The scenario specifically reflects the importance of effective communication in building a shared commitment to student achievement and states activities that assume continued stewardship of the vision.	The scenario somewhat reflects the importance of effective communication in building a shared commitment to student achievement and states activities that assume continued stewardship of the vision.	The scenario does not adequately reflect the importance of effective communication in building a shared commitment to student achievement with activities that continue the stewardship of the vision.	The scenario does not reflect the importance of effective communication in building a shared commitment to student achievement with activities that continue the stewardship of the vision.

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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 the community resources.

Criteria	Proficient 4	Satisfactory 3	Basic 2	Inadequate 1
1.5 & 4.1a Collaborate with Families and Other Community Members	The scenario demonstrates a clear understanding of working with families in bringing change to the organization.	The scenario somewhat demonstrates an understanding of working with families in bringing change to the organization.	The scenario does not adequately demonstrate an understanding of working with families in bringing change to the organization.	The scenario does not demonstrate an understanding of working with families in bringing change to the organization.
4.2d Respond to Community Interests and Needs	The scenario demonstrates a clear understanding of working with diverse community groups in bringing change to the organization.	The scenario somewhat demonstrates an understanding of working with diverse community groups in bringing change to the organization.	The scenario does not adequately demonstrate an understanding of working with diverse community groups in bringing change to the organization.	The scenario does not demonstrate an understanding of working with diverse community groups in bringing change to the organization.
4.3a & b Mobilize Community Resources	The scenario included a specific plan for using school resources, and social agencies to serve the community.	The scenario somewhat included a plan for using school resources, and social agencies to serve the community.	The scenario does not adequately include a plan for using school resources, and social agencies to serve the community.	The scenario does not include a plan for using school resources, and social agencies to serve the community.

Attachment I.7.3: Challenging Entrenched Behaviors Data Matrix

Candidate Performance on Organizational Management and Community Relations Year

	2010-2011			2011-2012
4= Proficient	32.8		**4= Proficient**	67
3= Satisfactory	65.6		**3= Satisfactory**	33
2= Basic	1.6		**2= Basic**	
1= Below basic	0		**1= Below basic**	0
N=	64		**N=**	12
Passing Percentage	100		**Passing Percentage**	100
Mean	3.7		**Mean**	3.7
Standard Dev.	0.3		**Standard Dev.**	0.5