

2007-2008 Annual Program Review

Educational Leadership Studies Program

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Assessment of Candidates

The committee examined data from the 2008 Annual Data Retreat Manual along with comments and suggestions from several of the former Educational Leadership Candidates. The data indicates that students are doing extremely well in taking and passing the School Leaders Licensure Assessment. The PRAXIS results indicate that of the twenty-two candidates who were examined using the PRAXIS SLLA, all twenty-two passed the exam with an average score of 175 out of a possible 200 on the test. Data also indicate that nine (9) graduates were examined and all nine (9) passed the exam. Even though the scores were all passing, the Educational Leadership Department wants to increase the average score for the group in the future. To accomplish this goal, we are planning to expand the use of situational case studies and problem-based learning situations throughout the courses not currently being taught by the full-time ELS professors in the department. A bank of suggested case studies and situational vignettes linked to the new Tennessee Leadership Standards will be compiled and used to enhance the learning experiences of all ELS candidates. Additionally, former ELS graduates who have taken the test will be surveyed to determine how we can better provide the necessary learning experiences necessary to ensure maximum proficiency on the SLLA Exam.

The Educational Leadership Department is also concerned about the overall number of ELS graduates who actually take the SLLA Exam. Even though the numbers have been relatively high (85% or greater) over the last three years, we would like to see the percentage increase. Therefore, the screening process will be refined to make the selection of candidates reflect a stronger willingness to complete the program and then take the SLLA. We will also explore additional means to tie the completion of the program to the successful completion of the SLLA before candidates have been awarded the ELS Degree from APSU.

The members of the ELS Department have also determined that the senior leadership in the area school-systems should be queried to determine where the program can better serve them in the preparation of school leader candidates.

Portfolios results for Educational Leadership Graduates were also examined. The data shows a 100% pass-rate for ELS candidates. However, the data also clearly reflects two

areas of interest to members of the Educational Leadership Faculty. The first concern is in the area of level of proficiency. Even though the pass rate is 100%, the level of proficiency does not meet our expectations. Standards 1, 2, 3, and 4, show a level of "Meeting" the standards at 25% with 75% of the candidates scoring "Exceeds" on these standards. However, the levels of proficiency decrease appreciably for standards 5, 6, and 7. Standards 5 and 7 reflect successful completion scores which are not acceptable to the Educational Leadership Faculty. In an effort to raise these levels of proficiency, the ELS Faculty will explore ways to focus on raising the levels of proficiency for all the standards but most especially for Standards 5 and 7. One crucial step must be for all faculty members who teach in the ELS area, including adjuncts, to require extensive use of their electronic portfolios as course completion benchmarks. One way to make sure this requirement is being met would be to require all ELS Candidates to submit their portfolios at predetermined intervals throughout their program to their committee for review. Other ideas are currently being weighted by the full-time faculty of the ELS Program.

Assessment of Program Operations

Graduate program completers for the Educational Leadership Studies Program were one the rise during the 2006-2007 school years. The numbers of completers for the 2007-2008 dropped off appreciably from forty-four (44) in 2006-2007 to seventeen (17) in 2007-2008. The Educational Leadership Studies Faculty members are currently in the process of tweaking the program to meet the changes required by the Tennessee Leadership Redesign Initiative. There are currently plans to begin a new ELS Cohort on the APSU Main-campus in January 2009 and also an off-campus satellite program in Dickson County beginning in January 2009. These efforts should insure the continued growth of the Educational Leadership Program and also maximize the quality of the existing program and thereby, graduate more capable and skilled school leadership candidates.

Student surveys and comments from graduate follow-up surveys have indicated some additional changes which the ELS Faculty members have already begun to initiate. Survey data strongly suggested that candidates were seriously lacking in the area of assessment data interpretation and application to the instructional program. With the changes in the Tennessee Leadership Standards and the survey data results, the Educational Leadership Faculty members have already determined that the ELS course, EDUC 5730, should be restructured and bring more focus to testes and measurement, test data interpretation and practical application to instructional program improvements.

The survey data also suggests that the ELS Program components make a stronger case for the application of "NCLB and AYP" to practical school-based situations. Additionally, candidates indicated that they were not prepared as well as they could have been in the area designing assessment tools to inform and shape future planning and instruction. This area earned a score of 3.60 on a 1-4 Likert scale. The score would normally not be considered anything of a serious nature. However, this is still an area that the members of the full-time ELS Faculty considered as needing to be strengthened. The other area from

the survey feedback which was appreciably lower than the normal feedback from the survey was in how to collect data using various sources and methods. This item scored an average mean score of 3.73 on a 1-4 Likert scale. Again, the score does not indicate a serious problem but it does confirm the beliefs of the Educational Leadership Full-time Faculty. The ELS Faculty had already determined that a greater effort to train EWLS Candidates in test data interpretation and application to instructional improvement was needed.

Assessment System

The Educational Leadership Faculty could better assess the strengths and weaknesses of the program if we had access to data that was disaggregated better by degrees. The Master of Arts in Educational Leadership and the EDS A&S with licensure have generally all been reported together and should be reported together and separately as well. We have also determined that we should track the portfolios more closely and the Milestones and final submission should be viewed by the entire committee. Additionally, more frequent surveys with more program useful information would be helpful in making programmatic improvements.