

**DELTA STATE UNIVERSITY: ACADEMIC ANNUAL REPORT**  
**Academic Year 2005-06**

**Unit Title:** Center for Rural School Leadership and Research

**School or College:** College of Education

**Unit Administrator:** Lynn W. Varner, Ph.D.

**B. Educational Program Learning Outcome Assessment Plan**

**Educational Specialist Degree in Educational Administration and Supervision (Educational Leadership)**

<p><b>Learning Outcome</b>  <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p><b>Data Collection and Analysis</b>  <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p><b>Results of Evaluation</b>  <i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p><b>Use of Evaluation Results</b>  <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p><b>Note: The College of Education has been accredited by the National Council for Accreditation of Teacher Education since 1954. As a part of the ongoing accompanying self-study, this newly formed division has continuously engaged in program evaluation and improvement even as this division was previously a part of another division. We have recently developed several new instruments in order to formalize data collection and analysis. Also note that all coursework for the specialist degree is numbered at the 700</b></p>			



	Questionnaire (ELPPQ) <sup>2</sup>	<p>consistent quantitative data: we have always collected feedback from stakeholders in informal interviews, advisory meetings, and personal contact. We realized the need for a more systematic and formal process for receiving feedback from stakeholders. Received surveys from 49 current students, graduates, employers, and other stakeholders. 80% of respondents marked Above Expected at This Level on question number 8 (internship); 79% marked this response on question number 5 (ethics); and 76% marked this response on question number 1 (vision). 29% marked Average for Experience on question number 4 (community) and on question number 6 (larger context).</p>	<p>Leadership Council, to facilitate the formal feedback process from a sample of all stakeholders including students, faculty, P-12 teachers and administrators, and community leaders. This group meets each semester and corresponds more frequently via email. Will discuss at fall faculty meetings and continue collecting data</p>
<b>Manage a school's operation and resources</b>	Practicum Projects <sup>3</sup>	<p>Results for fall 2005 and spring 2006 consisted of 58% receiving a rating of "exceeds expectations" and 28% "meets expectations" and 12% Incomplete. These grades were taken from the four action research projects completed for</p>	<p>We have required more variety in the project sites and given more direct instructions about the type of acceptable projects. We will pursue avenues to decrease the percent of students who are unable to complete the course in one semester (mainly</p>

		each course.	through advisement and initial instructor course explanations). Because an Incomplete is computed into the overall GPA as an F, students are motivated to finish the course quickly or they are placed on academic probation.
	Comprehensive Examination <sup>1</sup>	13 took exam and all passed; 2 of those had follow-up interviews	Continue examination based upon SLLA
<b>Collaborate with families and other P-12 community members</b>	Comprehensive Examination <sup>1</sup>	13 took exam and all passed; 2 of those had follow-up interviews	Continue examination based upon SLLA
	Educational Leadership Preparation Programs Questionnaire (ELPPQ) <sup>2</sup>	Received surveys from 49 current students, graduates, employers, and other stakeholders. 80% of respondents marked Above Expected at This Level on question number 8 (internship); 79% marked this response on question number 5 (ethics); and 76% marked this response on question number 1 (vision). 29% marked Average for Experience on question number	Will discuss at fall faculty meetings

		4 (community) and on question number 6 (larger context).	
<b>Act with integrity and ethically within a school context in a professional manner</b>	Dispositions Rating Scale Self-evaluation <sup>4</sup>  Dispositions Rating Scale Faculty Evaluation <sup>4</sup>	Given to all students in ELR 702 in February. Students scored themselves highest in grooming and appearance and sensitivity and lowest in poise and confidence and collaboration.  There were no major faculty/student differences in scores.	By administering the scale to the students, we are defining concretely expected dispositional behaviors. We expect that the class discussions and self-evaluations will improve our students' dispositions.  These will be continuously addressed by faculty by use of the flag system for exemplary or problem behavior and all students must have successful scores in order to take comprehensive examinations.
<b>Understand the larger educational context including cultural differences and legal ramifications for school leaders</b>	Openness to Diversity and Challenge Survey <sup>5</sup>  Philosophy Statement <sup>7</sup>	Given to all EdS students in spring 2006. 71% or greater scored a 4 or 5 on every item except item number 5 (I enjoy taking courses that challenge my beliefs and values). 64% scored a 4 or 5 on that item.  7 students earned ratings of "exceeds expectations"; 5 earned "meets expectations";	Will address in fall faculty meetings. Possibly advanced students have well-established beliefs and values and do not enjoy challenging those.  Will give an example paper of excellence to students when make assignment next time.

		and 5 earned “minimally acceptable”	Will emphasize APA and written expression more when give the assignment.
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*Notes:*

<sup>1</sup>The Comprehensive Examination is taken during the last semester of the program and is modeled after the School Leaders Licensure Assessment (SLLA) (see Attachment A). It is a written individual assessment designed to demonstrate the student’s knowledge and understanding as well as analyze, apply, and synthesize information from the entire program of study. The SLLA is a national examination which our students take prior to licensure as a state administrator (most of our students have already passed the SLLA before they begin the specialist program). It is published by Education Testing Service and is based upon the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders and a passing score of at least 154 is required by the state of Mississippi in order to be eligible for a School Administrators License. The ISSLC standards are parallel to the Educational Leadership Constituent Council (ELCC) standards and are attached (see Attachment B).

<sup>2</sup>The Educational Leadership Preparation Programs Questionnaire (ELPPQ) is a questionnaire based upon the ISSLC standards which is given to a sample of current students, graduates, employers, and other community stakeholders anonymously (see Attachment C).

<sup>3</sup>Students take six hours of Practicum coursework which requires eight projects (action research) in area schools or districts (excluding where they are currently working) and requiring a minimum of 160 hours of work. Please see Attachment H for Course Directions and Attachment I for an example of the Contract Form the students complete.

<sup>4</sup>The Dispositions Rating Scale (see Attachment E) is given to all students as a self-evaluation during the required, core class, ELR 702 (Educational Research Design) and is intended to ensure that all students understand our expectations for them ethically and professionally. Faculty feedback is given throughout the entire program in the form of placement of flags for deficient or exemplary behavior in the student’s file, student/faculty conferences, improvement plans when necessary, and faculty review for all students upon application for comprehensive examinations (see Attachment F for the protocol which is followed).

<sup>5</sup>The Openness to Diversity and Challenge Survey is give to all students during the required, core class, CUR 701 (Philosophy of Education) (see Attachment G).

<sup>6</sup>The Philosophy Statement is a written statement of the student’s personal philosophy of education as it relates to the philosophies studied and the student’s educational practice (aims of education, morality/ethics, curriculum, instructional methods, and role of the teacher and school leader).

(Attachment A)  
**Standards for Advanced Programs in Educational Leadership**  
For Principals, Superintendents, Curriculum Directors, and Supervisors  
NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION  
**Published January, 2002**

**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.

**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.

**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.

**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.

**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.

**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.

**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.

(Attachment B)

### **The School Leaders Licensure Assessment**

The School Leaders Licensure Assessment (SLLA) measures whether entry-level principals and other school leaders have the standards-relevant knowledge believed necessary for competent professional practice.

The six-hour assessment is divided into four sections:

**Evaluation of Actions I** (1 hour) - Ten short vignettes covering situations a principal might encounter. Candidates respond to a focused question that asks for next steps, factors influencing a decision, or possible consequences of an action.

**Evaluation of Actions II** (1 hour) - Six longer vignettes. Each presents a dilemma based on typical school issues. Candidates analyze the circumstances and respond to a focused analytical question that requires prioritizing action steps or articulating the relevant issues.

**Synthesis of Information and Problem Solving** (2 hours) - Two case studies involving teaching and learning issues. In each case, candidates propose a course of action to address a complex problem, referring to a set of documents, and a short scenario describing a school and its community.

**Analysis of Information and Decision Making** (2 hours) - Seven documents that relate to teaching and learning issues. Candidates answer two questions about each document.

The School Leaders Licensure Assessment (SLLA) consists of 25 constructed-response questions, ranging from short vignettes requiring a brief response to much longer case study exercises.

(Attachment C)

**Delta State University  
College of Education  
Center for Rural School Leadership and Research**

**Educational Leadership Preparation Programs Questionnaire**

Thank you for taking the time to complete this short survey. Your input is crucial to us as we continuously seek ways to improve our programs. We welcome any additional information you would like to supply; the contact information is at the end of the survey. Thank you again.

Please respond to each question by marking the appropriate box.

<b>Question: Please base response on graduates' amount of work experience at the time of your contact with them.</b>	<b>Above expected at this level</b>	<b>Average for experience</b>	<b>Below expected at this level</b>	<b>Need Extreme Improvement</b>	<b>Unable to Answer</b>
1. Graduates can facilitate the development, articulation, implementation, and stewardship of a school vision of learning supported by a school community.					
2. Graduates can promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive growth plans for staff.					
3. Graduates can manage the organization, operations, and resources of a school.					
4. Graduates can collaborate with families and other community members, respond to community interests and needs, and mobilize community resources.					
5. Graduates act with integrity, fairly, and ethically.					
6. Graduates can understand, respond to and influence the larger context.					

7. During the internships/practicum courses/field experiences students are able to apply the above skills and knowledge to an appropriate degree for his/her stage in the degree program.					
<b>Question: Please base response on graduates' amount of work experience at the time of your contact with them.</b>	<b>Above expected at this level</b>	<b>Average for experience</b>	<b>Below expected at this level</b>	<b>Need Extreme Improvement</b>	<b>Unable to Answer</b>
8. Experiences during internships/practicum courses/field experiences are designed to accommodate the students' individual needs.					
9. In your opinion, what are the greatest strengths of the DSU educational leadership programs?					
10. In what ways could the DSU educational leadership programs be improved?					
11. Please make any additional comments here:					

Please mark all of the following that describe you.

Graduate of leadership program: MEd \_\_\_\_\_ EdS \_\_\_\_\_ EdD \_\_\_\_\_

Current student: MEd \_\_\_\_\_ EdS \_\_\_\_\_ EdD \_\_\_\_\_

Employer of graduate(s) from leadership program: MEd \_\_\_\_\_ EdS \_\_\_\_\_ EdD \_\_\_\_\_

Parent of leadership student: MEd \_\_\_\_\_ EdS \_\_\_\_\_ EdD \_\_\_\_\_

Community/business member: \_\_\_\_\_

Consultant/adjunct/faculty: \_\_\_\_\_

MS Department of Education: \_\_\_\_\_

(Attachment E)

Delta State University

Center for Rural School Leadership and Research  
Dispositions Rating Scale

Student Name: \_\_\_\_\_ Rater: \_\_\_\_\_ Date: \_\_\_\_\_

Degree Program: \_\_\_\_\_

Appraisal Scale:

1 – Does not meet expectations

2 – Meets a few expectations but not sufficient

3 – Meets expectations

4 – Exceeds expectations

N/O – No opportunity to observe

Characteristic (Disposition)	Rating	Evidence for a 1 or 2 Rating
<b><i>Flexibility:</i></b>		
1.1 responds promptly and effectively to unexpected occurrences in the classroom and to the needs of colleagues and administration		
1.2 adapts willingly to change and contributes positively to the needs of the workplace		
<b><i>Attendance and Participation:</i></b>		
2.1 attends all expected classes, meetings, and trainings Required		
2.2 contributes meaningfully to meetings and does not just “show up”		
<b><i>Punctuality:</i></b>		
3.1 arrives to all expected classes, meetings, and trainings required on or before expected start time		
3.2 completes assignments on or before due dates		

<b><i>Dependability:</i></b>		
4.1 behaves in a consistent and professional manner that contributes positively to the environment		
4.2 shows responsibility in all aspects of professional Functioning		
<b><i>Poise and Confidence:</i></b>		
5.1 handles self professionally in actions and speech		
5.2 carries self with self-assurance without feeling threatened by others' accomplishments or abilities		
5.3 realistically appraises own abilities and the ability to risk despite perceived weaknesses		

<b>Characteristic (Disposition) <i>continued</i></b>	<b>Rating</b>	<b>Evidence for a 1 or 2 Rating</b>
<b><i>Maturity and Judgment:</i></b>		
6.1 accurately assesses the context of complex situations (in the workplace) and responds appropriately		
6.2 consults with colleagues and administrators as needed and acts independently within the scope of training		
6.3 avoids personalizing conflict in emotionally-charged Situations		
6.4 effectively demonstrates knowledge of safety measures and the handling of emergencies		
<b><i>Grooming and Appearance:</i></b>		
7.1 appears well groomed, attending to both neatness and personal hygiene		

7.2 selects attire that does not detract from professional functioning and is consistent with other professionals within the workplace		
<b><i>Sensitivity</i></b>		
8.1 effectively demonstrates empathy and compassion toward others within the professional context while maintaining learning expectations		
8.2 maintains confidentiality of sensitive student and colleague information		
8.3 effectively demonstrates acceptance of diversity (e.g., exceptionalities, gender, race, SES)		
<b><i>Attitude:</i></b>		
9.1 conveys a positive (helpful, upbeat) disposition in the Workplace		
9.2 takes responsibility for emotional states and behavior and adjusts when needed		
9.3 hears and responds appropriately to feedback from peers and supervisors without becoming defensive		
<b><i>Initiative:</i></b>		
10.1 is proactive and anticipates what a situation calls for and responds appropriately		
10.2 consults with others when necessary		
10.3 asks for feedback about the impact of work		
<b><i>Resourcefulness:</i></b>		
11.1 uses materials appropriately in the classroom and other professional settings		
11.2 employs multiple technologies to aid the teaching Process		

11.3 responds with flexibility		
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<b>Characteristics (Disposition) <i>continued</i></b>	<b>Rating</b>	<b>Evidence for a 1 or a 2 Rating</b>
<b><i>Enthusiasm:</i></b>		
12.1 generates excitement, passion, and interest within students and colleagues		
12.2 motivates self to perform well in spite of circumstances that are not optimal		
<b><i>Creativity:</i></b>		
13.1 is inventive		
13.2 recognizes and uses personal talents to facilitate professional functioning		
<b><i>Collaboration:</i></b>		
14.1 engages in successful home-school partnerships		
14.2 works effectively with community and social services Agencies		
14.3 collaborates appropriately with professional colleagues, as appropriate		
<b><i>Professional Growth:</i></b>		
15.1 demonstrates value of lifelong learning		
15.2 engages in self-reflection for continuous Improvement		

15.3 takes advantage of opportunities for professional Development		
<b>Ethics:</b>		
16.1 fulfills legal and contractual obligations while applying laws and procedures fairly		
16.2 expects school community to demonstrate integrity and exercise ethical behavior		
16.3 protects the rights of faculty, staff, and students		
16.4 treats people fairly, equitably, and with dignity and Respect		
16.5 accepts responsibility for school operations and recognizes the impact of administrative decisions of others		
16.6 models strong values, beliefs, and a professional code of ethics		

My signature below indicates that the dispositions assessment system was explained to me by the faculty of the Center for Rural School Leadership and Research and that I received a copy for my reference. I understand that I must exhibit these dispositions consistently throughout the program in order to be recommended as having satisfactorily met all the requirements of my program.

Candidate's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

(Attachment F)

**Delta State University  
College of Education**

**Center for Rural School Leadership & Research**  
**Proposed Protocol for Dispositions**  
**Revised February, 2006**

1. Candidates will complete the Dispositions Rating Scale during ELR 605 and ELR 702 as a self-assessment.
2. Flag forms will be placed in each candidate's folder: Yellow for warning, red for deficiency, and green for exemplary.
3. Faculty who note evidence of deficiencies or exemplary practices in a candidate relevant to a disposition area enter this information on the appropriate flag form, provide details related to the reason for concern or commendation, and hold a conference with the candidate regarding concerns.
4. Based upon the number and severity of dispositional deficiencies, faculty will refer the candidate to the advisor or to a faculty committee for counseling. The faculty members and candidate will establish a written plan for improvement that will become part of the candidate's file. The plan will specify how and when the improvement will occur.
5. Upon application for comprehensive examinations, faculty will meet to review each candidate in light of the dispositions. The *Dispositions Rating* Scale must be completed on all candidates at these two assessment points.
6. If the deficiency(ies) persists, the faculty will meet to consider whether or not the candidate should continue in the program.

(Attachment G)

DELTA STATE UNIVERSITY  
COLLEGE OF EDUCATION

OPENNESS TO DIVERSITY AND CHALLENGE SURVEY\*

Name \_\_\_\_\_ Major \_\_\_\_\_ Date \_\_\_\_\_

Degree Program \_\_\_\_\_

Directions: Respond to the following items concerning diversity by circling the number that most closely reflects your attitude. The numerical scale is as follows:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

- 5 4 3 2 1      1. I enjoy having discussions with people whose ideas and values are different from my own.
- 5 4 3 2 1      2. The real value of a college education lies in being introduced to different values.
- 5 4 3 2 1      3. I enjoy talking with people who have values different from mine because it helps me understand myself and my values better.
- 5 4 3 2 1      4. Learning about people from different cultures is a very important part of my college education.
- 5 4 3 2 1      5. I enjoy taking courses that challenge my beliefs and values.
- 5 4 3 2 1      6. The courses I enjoy the most are those that make me think about things from a different perspective.
- 5 4 3 2 1      7. Contact with individuals whose background (e.g., race/ethnicity, skills/ability, gender, socioeconomic status, language) is different from my own is an essential part of my college education.
- 5 4 3 2 1      8. I enjoy courses that are intellectually challenging.

\* Used with permission from the following:

Pascarella, E. T., Pierson, C. T., Wolniak, G. C., & Terenzini, P. T. (2004). First- generation college students: Additional evidence on college experiences and outcomes. *The Journal of Higher Education*, 75, 249 – 284. January 20, 2006

(Attachment H)

**Practicum Project**

## Course Directions

This course consists of completing four projects in the designated area for the course you are taking. AED 636 (Practicum I) is designed for the building level (principals and assistant principals); AED 736 (Practicum II) is designed for the central office level (assistant superintendents, curriculum coordinators, etc.); and AED 737 (Practicum III) is designed for the superintendent level.

You will be completing four projects in a school or district under the supervision of a mentor of your choice (please see **Mentor Letter**). Each of these projects will require from 20 to 30 hours of YOUR time (not the mentor's). Each mentor may ONLY be used for one of the four projects; you may use a school or district for ONLY one project per course; you may not use your own school for a project.

Before actual work is begun on a project, you will be submitting a contract (see **Contract Form**) to me via email which explains exactly what you plan to do. Upon my approval you may then begin your work. You will be making short presentations to your classmates after the projects are completed which focus on the decision making process, not the results, of your project.

Please see **Syllabus**, **Topic Ideas**, and the **Example Contracts** for appropriate ideas for your projects. Please read the **General Notes** for more direction. Submit a **Self-reflection** assignment after you complete each project. The **Rubric** will be used to score your projects.

Feel free to email me with any questions at [mschmitt@k12va.gov](mailto:mschmitt@k12va.gov). I'm looking forward to working with each of you. I hope you'll find this to be a very useful and practical course which will add to your confidence as you begin or continue your educational administrative careers.

Although there are three courses taught together in this practicum, you will notice that there are two different levels for the course numbers (600 and 700 levels). This should be an indication to the student of differential expectations of quality of work according to level of course for which the student is registered. Not only are there varied appropriate topics for each course, but also the selection of a mentor with a wider range of experience and responsibilities and a higher quality of final product are expected as the course level increases. This higher level should be reflected in the contracts that the student submits for instructor approval.

### Suggested topic ideas:

AED 636: Your focus is on the principal or assistant principal. You might want to focus on scheduling, policy and procedures, discipline, school climate (and people skills), or instructional leadership (improving teachers).

AED 736: Your focus is on the central office staff. Of particular interest to you would be legal issues, curriculum, central office personnel roles, and regulations.

AED 737: Your focus is on the superintendent or assistant superintendent. Financial issues, leadership (visioning), and those of public relations (dealing with the community and the board) are possibilities for you.

For example, you might consider: District (or school) improvement plans, needs assessment projects, district (or school) curriculum redesign projects, district (or school) based strategic plans, district (or school) simulations, and district (or school) intervention plans.

FYI:

**Verbs that CAN be measured**

The following verbs are good ones to use for your contract objectives: write, label, solve, read, demonstrate, identify, participate, compare, construct, analyze, summarize, differentiate

**Verbs NOT to use**

The following are verbs that CANNOT be measured and therefore should not be used for contract objectives: understand, believe, instill, know, comprehend, foster, appreciate, grasp, enjoy

**Instructions: Please complete one form for each contract. You may then copy it to an email and send it to me at.....**

Check which course: AED 636 \_\_\_\_\_; AED 736 \_\_\_\_\_ or AED 737 \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student ID Number: \_\_\_\_\_ Contract Number: \_\_\_\_\_

**EACH CONTRACT WILL REQUIRE 20-30 HOURS OF THE STUDENT'S TIME.**

**Describe the demographics of the school or district you are using for this project:**

**(most of this information can be located on the MS Dept. of Ed. website)**

**Include: Location; Grades (i.e. P-2; K-5; etc.); Number of students enrolled; Number or percent eligible for free and reduced lunch; Racial breakdown; Gender breakdown; Achievement Level of the school (i.e. Priority, Level 4, etc.)**

**I. School or district demographics:**

**II. A. Learning Objectives:** State as objectives the performance outcomes of this contract (approximately three.)

What do you expect to learn from completing this project?

**For each learning objective list all ELCC Standard Elements which you believe completing this objective will meet for you (i.e. 2.1, 2.4, 3.1, 3.4, and 5.2)**

**B. Activities/Learning Resources and Strategies:** Briefly describe how each objective will be accomplished. Include the "Time" involved and the "Material Resources Needed." What actions will you take and exactly what will you do?

**C. Evidence of Accomplishment of Objectives:** For each objective, indicate how the results will be judged. What will you turn in to show that you accomplished each objective?

**D. Criteria and Means for Validating Evidence:** How can outcomes be verified, reviewed or checked. Include "Target Completion Date."