

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.

II. A. Educational Program Learning Outcome Assessment Plan

Master of Education in Educational Leadership (Educational Administration and Supervision)

<p>Learning Outcome</p> <p><i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis</p> <p><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>Results of Evaluation</p> <p><i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p>Use of Evaluation Results</p> <p><i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>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 master's</p>			

<p>degree is numbered at the 600 level, indicating the required level of rigor above that of undergraduate courses.</p> <p>Develop and articulate a school vision of learning</p>	<p>School Leaders Licensure Assessment (SLLA)¹</p> <p>Comprehensive Examination²</p>	<p>Continued 100% Pass Rate for our students (summer '05). 25% scored at or above the 75th National Percentile. Women slightly out- performed men. Our students scored slightly higher than the state average in Analysis of Information and Decision Making and slightly lower in the other three areas. Have maintained a 100% pass rate on the SLLA for at least eight years.</p> <p>All 15 students passed in summer. Comprehensive examinations have always been given for this program and have been similar to the SLLA for at least eight years. All students have successfully passed the examination (is a requirement for graduation) with</p>	<p>Emphasized the Evaluations of Actions and Synthesis of Information and Problem Solving in practice sessions and comprehensive examination. Will evaluate again in fall '06 when summer '05 scores are received. Individual student scores as well as overall group trends are evaluated each year and curricular changes are made based upon strengths and weaknesses.</p> <p>Will evaluate again in summer '06 as we consistently do every year</p>
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	<p>Educational Leadership Preparation Programs Questionnaire (ELPPQ)³</p>	<p>approximately 5-10% requiring two attempts to be successful.</p> <p>This survey represents an attempt to gather more 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>Have established a new advisory board, the School 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>
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<p>Manage a school's operation and resources</p>	<p>Internship Mentor Evaluations⁴</p>	<p>Faculty and coordinator have always kept close relationships with mentors; immediate action is taken to rectify any problems interns manifest during field experiences. Students are back on campus each Wednesday during the 12-week internships and for 1-2 weeks between internships. 85% of evaluations fell in the superior or above average categories. Individual faculty/student conferences were held for students who were not rated at this level to discuss problem areas. Student grades in internship courses reflect the scores given by mentors on the Internship Mid-Term Feedback and the Internship Performance Assessment forms. Significant growth from the beginning to the end of the program was observed in all students.</p>	<p>In conferencing with students concerning mentor evaluations, we learned that the students were not receiving feedback from the mentors. We have subsequently added a discussion of giving constructive feedback to students to our mentor training beginning June 2006.</p>
	<p>School Leaders Licensure Assessment (SLLA)¹</p>	<p>Continued 100% Pass Rate for our students (summer '05)</p>	<p>Will evaluate again in summer '06</p>
	<p>Comprehensive Examination²</p>	<p>All 15 students passed in summer '05</p>	<p>Will evaluate again in summer '06</p>

<p>Collaborate with families and other P-12 community members</p>	<p>Growth Portfolio⁵</p> <p>Comprehensive Examination² School Leaders Licensure Assessment (SLLA)¹</p>	<p>100% of students scored passing grades in summer '05</p> <p>All 15 students passed in summer '05</p> <p>Continued 100% Pass Rate for our students (summer '05)</p>	<p>Have developed a detailed scoring rubric. Will evaluate again in summer '06</p> <p>Will evaluate again in summer '06</p> <p>Will evaluate again in summer '06</p>
<p>Act with integrity and ethically within a school context in a professional manner</p>	<p>Dispositions Rating Scale Self-evaluation⁶</p> <p>Dispositions Rating Scale Faculty Evaluation⁶</p>	<p>Given in early spring 2006 and again in late spring 2006. Students scored themselves lowest on items 4.1, 13.1, and 15.2. They scored themselves highest on 7.1, 7.2, 8.2, 14.3, 16.3, and 16.4.</p> <p>The faculty scored the students slightly higher than they scored themselves overall.</p>	<p>This group of students rated themselves lowest on creativity and dependability and highest on grooming and appearance and ethics. Multiple individual conferences were held with faculty and students about individual needs.</p> <p>The largest difference was in creativity. Faculty will facilitate students' appreciation for their own creativity and take a broader definition of creativity. Each student will be evaluated again before the end of the program to ensure that all items are at a satisfactory</p>

			level prior to graduation.
Understand the larger educational context including cultural differences and legal ramifications for school leaders	Openness to Diversity and Challenge Survey ⁷ Educational Leadership Preparation Programs Questionnaire (ELPPQ) ³	Given to all MEd students in spring 2006. 83% or greater scored a 4 or 5 on every item except item number 5 (I enjoy taking courses that challenge my beliefs and values). 67% scored a 4 or 5 on that item. Received information from program graduates that in the past students had not been given enough feedback on assignments.	Will address in fall faculty meetings and continue to address diversity issues in courses. Developed new rubrics and scoring guides and gave a great deal of instructor feedback to students on assignments.

- Notes:*
- ¹The SLLA is a national examination which our Masters level students take near the completion of the 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 A).
- ²The Comprehensive Examination is taken during the last semester of the program and is modeled after the SLLA (see Attachment B). 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.
- ³The 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).
- ⁴The Internship Mentor (Site Supervisor) Evaluations are completed by the mentor 6 weeks into each internship (Internship Mid-Term Feedback form) and at the end of each 12 week internship (Internship Performance Assessment form). Please see Attachment D.

⁵The Growth Portfolio is a cumulative product consisting of student work samples and projects that assess the student's ability related to the ISLLC standards including self analysis of strengths/weaknesses, and plans for continued growth. Although the student collects work through out the program, the final portfolio is presented near the end of the program.

⁶The Dispositions Rating Scale (see Attachment E) is given to all students as a self-evaluation during the required, core class, ELR 605 (Educational Research and Statistics) 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).

⁷The Openness to Diversity and Challenge Survey is give to all students during the required, core class, EPY 601 (Psychology of Learning) (see Attachment G).

(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.

Question: Please base response on graduates' amount of work experience at the time of your contact with them.	Above expected at this level	Average for experience	Below expected at this level	Need Extreme Improvement	Unable to Answer
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.					
Question: Please base response on graduates' amount of work experience at the time of your contact with them.	Above expected at this level	Average for experience	Below expected at this level	Need Extreme Improvement	Unable to Answer

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 D)

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

Intern _____

Mentor _____

School _____

Date _____

Question: Please base response on graduates' amount of work experience at the time of your contact with them.	Above expected at this level	Average for experience	Below expected at this level	Need Extreme Improvement	Unable to Answer
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.					
Question: Please base response on graduates' amount of work experience at the time of your contact with them.	Above expected at this level	Average for experience	Below expected at this level	Need Extreme Improvement	Unable to Answer
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 use the checklist below to assess the performance of the cohort member who has interned in your school.

	Superior	Above Average	Average	Below Average	Unsatisfactory	Unable to Observe
Punctuality						
Attendance						
Appropriate attire						
Ability to organize						
Ability to perform tasks						
Problem analysis						
Decisiveness						
Ability to use supervision						
Ability to delegate						
Personal motivation						
Judgment						
Teamwork						
Ethical behavior						
Written communication						
Oral communication						
Tact in dealing with stressful						

situations						
Interpersonal relations						
Ability to work with support staff						
Ability to work with professional staff						
Ability to cope with stress						
Ability to communicate with faculty						
Ability to relate to students						
Sensitivity to diversity issues						
Quality of final project						
Overall leadership performance						

What areas would you recommend for the intern to concentrate on in his/her continued professional development?

Please comment on any other aspect of the intern's performance. You may use the back of the sheet for additional comments.

(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 | 3 – Meets expectations | N/O – No opportunity to observe |
| 2 – Meets a few expectations but not sufficient | 4 – Exceeds expectations | |

Characteristic (Disposition)	Rating	Evidence for a 1 or 2 Rating
<i>Flexibility:</i>		
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		
<i>Attendance and Participation:</i>		
2.1 attends all expected classes, meetings, and trainings Required		
2.2 contributes meaningfully to meetings and does not just “show up”		
<i>Punctuality:</i>		
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		
<i>Dependability:</i>		

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		
Poise and Confidence:		
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		

Characteristic (Disposition) <i>continued</i>	Rating	Evidence for a 1 or 2 Rating
Maturity and Judgment:		
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		
Grooming and Appearance:		
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		
<i>Sensitivity</i>		
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)		
<i>Attitude:</i>		
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		
<i>Initiative:</i>		
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		
<i>Resourcefulness:</i>		
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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Characteristics (Disposition) <i>continued</i>	Rating	Evidence for a 1 or a 2 Rating
<i>Enthusiasm:</i>		
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		
<i>Creativity:</i>		
13.1 is inventive		
13.2 recognizes and uses personal talents to facilitate professional functioning		
<i>Collaboration:</i>		
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		
<i>Professional Growth:</i>		
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		
Ethics:		
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