Changes Based on Data

PROGRAM: Educational Leadership (EDLP)

Name of Assessment	Results/ Data	Changes Made Date	Changes Planned Date	How data is shared with faculty, candidates, and professional community
The content knowledge of candidates in the educational leadership program at William Paterson University is evaluated through the SLLA Praxis, the case study and the action research project (Assessments #1, #2, #6). In addition, cumulative GPA and individual grades are monitored to ensure that candidates have sufficient content knowledge to be effective administrators	Data from assessments #1 (Praxis), #2 (Case Study), and #6 (CARP) demonstrate strong proficiency with all ELCC standards. Passage of the SLLA exam is a requirement for candidate certification from either the M.Ed. Degree or 30 credit certificate track of the Educational Leadership Program. Results of the SLLA Exam data shows that 100% of the candidates who took the assessment met or exceeded the minimum required pass score on this Praxis exam	As a result of our analysis of the data, the leadership program has made or plans to make the following changes: • The revised 2008 ELCC standards have been incorporated into all courses and assignments in the program and the standards now receive even greater emphasis during the two intensive summer courses on leadership and the principalship. • SLLA preparation activities were designed in the spring	Completed 2008-2009 Implemented Spring 2010	The Educational Leadership Program faculty, the Department of Educational Leadership and the College of Education Assessment Committees review assessment data on an annual basis to ensure systematic use of the assessment results to improve candidate performance and program design. Each spring the program faculty reviews the critical assessment data and evaluates the success of the various program components. The data provide valuable

	for the past nine years. Additionally, an analysis of the sub-section data using the older version of the SLLA exam reveals that candidates from William Paterson University scored consistently at or above state and national percent correct response averages. Differences in scores were slight and higher scores were consistent with higher scores at the state and national levels in similar sections. The data support the claim that William Paterson's Educational Leadership Program provides a strong foundation for passage of this state licensure exam. The case study and the collaborative action research project provide the opportunity for candidates to demonstrate an understanding of the key principles of school improvement. Again, the data support the belief that the leadership candidates	2010 and are now offered to candidates through informal study groups and formal seminars to help candidates prepare for the SLLA praxis exam. • All the critical assessments need to be revisited from the perspective of the revised ELCC 2008 standards. There are some instances where a new assessment might be used more effectively than some existing assessments. The new ELCC standards provide an excellent opportunity to further improve the overall assessment process.	Initial revisions completed November 2010. Total revision of all critical assessments is currently being completed with a target date of completion December 2011.	resources by which the program can be objectively evaluated. This data analysis is summarized in a report that is shared with the department chair, the college dean and the university provost. Specific recommendations for program improvement are evaluated and plans for long-term program progress and expansion are agreed upon.

	are well prepared in the area of content knowledge. There is evidence to make minor program adjustments but there is insufficient evidence to warrant any substantive program modifications with respect to content knowledge.			
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The pedagogical knowledge, skills, and dispositions of candidates in the leadership program are evaluated through the exit interview, development of a professional development plan, creation and defense of a school budget, and the comprehensive evaluation plan of an instructional program (Assessments #4, #7, and #8).	Data from these assessments clearly demonstrated that candidates have developed the professional skills and dispositions to support effective instruction and to identify key community leaders within their school and clarify their essential roles in school improvement. Candidates showed evidence of outreach activities with business, religious, political, and service organizations in their field log, their exit interview as well as through their	Changes made as a result of analyzing the data include: • The electronic MS Access field log was revised during the 2009-2010 academic year to reflect the revised ELCC standards. The new form requires each candidate to specifically correlate each field experience with a standard and an element within the standards. • The access to local technology plans appears to be getting	Completed during 2009-2010 academic year. On-going. This concern is reviewed with advisors during annual meetings.	The Educational Leadership Program faculty, the Department of Educational Leadership and the College of Education Assessment Committees review assessment data on an annual basis to ensure systematic use of the assessment results to improve candidate performance and program design. Each spring the program faculty reviews the critical assessment data and evaluates the success of the various program components. The data provide valuable

completion of a program evaluation process. When an analysis is done across each element of assessment #7A, the relative lower scores were found in the candidate's ability to evaluate a school program and assist school personnel in understanding and applying best practices for student learning. This suggests that closer attention needs to be paid to the application of human development theory, learning and motivational theories, and concern for diversity to the learning process. Although the scores are strong and the overall acceptable and target percentages total to 100%, further work needs to be done in promoting an environment for improved student achievement.	increasingly more difficult. Emphasis will be made with field supervisors to make certain that candidates are successful in completing this aspect of their internship. • Several assessments included reference to numerous ELCC standards. Consideration is being given to revising these assessments so the number of elements is decreased and the relationship to the remaining elements more clearly defined. • Effective fall 2010, the field experience supervisors will significantly increase their required contact time with candidates completing their internships. Over the past two years, the leadership program has revised forms; developed clearer	Revision process began in February It was agreed between EDLP faculty and the local NCATE coordinator to use a single critical assessment for each ELCC standard. The revision process is expected to be completed by January -2012. September 2011 marks the change from one visit to two visits each semester by field advisors to intern candidates. Additionally, the journal entries was standardized at five journals per semester effective September 2011.	resources by which the program can be objectively evaluated. This data analysis is summarized in a report that is shared with the department chair, the college dean and the university provost. Specific recommendations for program improvement are evaluated and plans for long-term program progress and expansion are agreed upon.

		expectations regarding the advisors' roles in overseeing the required field experiences tracking sheet; revised the electronic field log to bring it into compliance with the revised 2008 Educational Leadership Constituent Council (ELCC) standards; increased the number of expected journal entries (five per semester) to be more consistent with the program goal of developing reflective practitioners; expanded the CARP oversight responsibilities; and extended field advisor responsibilities to review disposition surveys and complete program critical assessments. These changes are substantial ones. They		

		were formulated based on feedback from field advisors as well as from data collected from candidates regarding their impressions of the support they received from their advisors throughout the two-year field experience.		
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Impact of the educational leadership program candidates on student learning is assessed through the supervisory improvement plan, an exit interview, and a professional development program (Assessment #3, #5, & #8). The impact on student learning is reflected in data from other assessments as well and should not be viewed as limited to those mentioned above.	Overall the performance was high for all candidates with respect to all the ELCC standards. The results demonstrated that the WPU Educational Leadership candidates have gained a good understanding of the relevant ELCC standards and have demonstrated their ability to understand the philosophies upon which curriculum design is built and the societal and political influences that affect curriculum design and student learning. Candidates	Changes made as a result of analyzing the data include: • The exit interview assessment has been modified significantly over the past three years. The process used for the exit interview has evolved from four candidates and four professors in an "interview setting" to the entire cohort of candidates in a large room with as many as 10-15 faculty, advisors, mentors etc. moving from candidate to candidate throughout a three hour session. This	The exit interview process was revised in Spring 2010. It was revised again in Spring 2011 to reflect the having the candidates participate in the college-wide culminating poster presentation	The Educational Leadership Program faculty, the Department of Educational Leadership and the College of Education Assessment Committees review assessment data on an annual basis to ensure systematic use of the assessment results to improve candidate performance and program design. Each spring the program faculty reviews the critical assessment data and evaluates the success of the various program components. The

| | demonstrated their knowledge of the curriculum design model as a decision-making process- deciding what to do, the conditions under which it is to be done, and how it is to be evaluated in order to ensure student success. | modification resulted from feedback from the candidates about the high level of anxiety and ineffectiveness of the former approach. Additionally, the assessment rubric was expanded in May 2009 to include the "display board" activity which provides a visual and tactile representation of the important program components and viewed through the candidates' eyes. The exit interview process continues to be modified each year based on feedback from faculty and candidates. Consideration is also being given to having the EDLP candidates participate in the college-wide culminating poster presentation. | | data provide valuable resources by which the program can be objectively evaluated. This data analysis is summarized in a report that is shared with the department chair, the college dean and the university provost. Specific recommendations for program improvement are evaluated and plans for long-term program progress and expansion are agreed upon. |