

Assessment Plan
Department of Educational Leadership
Nathan Weiss Graduate College
Kean University

Advanced Professional Education Programs

MA in Educational Administration, Post MA in Educational Administration, MA in School
Business Administration, Post MA In School Business Administration

Mission:

The mission of the Department of Educational Administration, based on our Conceptual Framework, is to prepare informed, dynamic professionals for diverse settings. The program of studies in Educational Leadership has the twofold goal of enlightenment and empowerment. Faculty seek to address and cultivate both the acquisition of substantive knowledge and the interpersonal skill and commitment to use that knowledge in bringing about a positive and proactive systemic change to the public schools and the students they service.

The degree/certification programs offered in Educational Leadership are based on the recognition that the role of the public school administrator has three interrelated dimensions: educational/instructional leadership, managerial competency, and political/leadership ability. Each of these domains involves philosophical, social and psychological perspectives, as well as technical competencies. The faculty of the Department of Educational Leadership Program is dedicated to assisting and facilitating candidates to achieve these competencies and expertise in each of these areas.

Overall, the program is designed to prepare students for certification as school principals, assistant principals, directors, supervisors and school business administrators in compliance with New Jersey Administrative Code (6A:9-12.3-4). NJAC requires that all leadership programs be aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards, which correlate to the Educational Leadership Constituent Council (ELCC) Standards. Additionally, NJAC requires that all principal candidates successfully pass the School Leaders Licensure Assessment (SLLA) administered by Educational Testing Services (ETS). The faculty members of the Educational Leadership Program are dedicated to helping students to develop competencies in each domain:

A. Educational Leadership

- Philosophy
- Learning
- Teaching/Instruction
- Curriculum
- Research
- Teacher Supervision
- Instructional Evaluation
- Staff Development
- Student Services Program Evaluation

B. Managerial Competency

- Information Management and Utilization
- Legal/Policy

- Plant & Facilities
- Finance
- Personnel
- Labor Relations
- Technology as an Administrative Tool

C. Political/Leadership Ability

- Strategic Planning
- Problem Analysis & Decision-making
- Conflict Resolution
- Change Management
- Community Relations
- Organizational Theory

Philosophy

Our philosophy for the preparation of educational administrators is predicated on the **SPECTRUM MODEL**.

The basic tenet of the **Model** is that each program should produce informed, dynamic professionals.

The **SPECTRUM** consists of an array of components (Knowledge, Skills and Values), which are thought to be key in the preparation of students.

The **Knowledge** component represents those areas of knowledge, information, concepts, understandings, and the like that the informed professional should exhibit. These have been identified by the faculty and are embodied in the substantive objectives listed for each course offered in the program.

The **Skills** component represents those abilities, competencies, techniques, etcetera that should be exhibited by a dynamic professional. These have been identified by the faculty and are embodied in the substantive objectives listed for each course offered in the program.

The **Values** component represents a focus on the development of key values, ethics, conventions, principles, and dispositions that should be exhibited by a committed professional. These are not prescribed by the faculty, but rather their development is cultivated through studies and process activities embodied in certain aspects of the program's courses.

The **Application** component represents an effort to encourage students to apply the knowledge and skills acquired through their studies in the field, under real life circumstances. This component is addressed primarily through the supervised field study experience(s) required of all students.

Assessment Process:

In the program of Educational Leadership (MA in Educational Administration and MA in School Business Administration) students have eight core courses to take as part of the requirements for the major. These eight core courses provide a sound backbone of the discipline with regard to the research and theoretical aspects of School Administration as well as the various areas of study within these fields. As such, these core courses are the primary

vehicle for assessing the knowledge of our students. Beyond the core courses students take discipline related program courses and it is likely that no two (or very few) majors take the exact same grouping of courses. Therefore the faculty has agreed to center our assessment on the core knowledge of the principles of school leadership.

Each core course has assessment tools such as exams, research and reflective writing assignments, portfolio work, group work products, etc., as part of the evaluation process and the program has used results of assessment for making improvements to program practices aimed at increasing student learning. For example, the student portfolio is based on the ELCC Standards and students are required to implement and artifact activities aligned to those standards. The students self-assess and are evaluated by the university mentor. Recently the faculty revised the rubrics used for these assessments in order to strengthen the implementation of these standards and create more rigor. Direct measures are identified in the following sections for each program SLO.

The culminating assignment done in the capstone course is also a direct measure for assessing attainment of our program Student Learning Outcomes. In this course, assessment data is collected from an assignment that requires students to provide the evidence of meeting program goals. Each semester composite data from scored student assignments will be collected and analyzed to address areas of program strengths and weaknesses and to inform our decisions ultimately resulting in program improvements. In addition, a systematic process for gathering data utilizing an indirect measure the graduating Student Survey, was established. Data from the student survey will also help inform our decisions regarding program improvement to increase student learning.

The assessment process for the Advanced Programs of the College of Education is explicitly designed to be a system that measures the achievement of the Advance Programs Learning Outcomes designated into the categories of Knowledge, Skills, and Dispositions. The Department of Educational Leadership has a Conceptual Framework (an NCATE requirement) that has at its core, the SPECTRUM Model of Advanced Programs Learning Outcomes. A student chooses between the following Advanced Programs: MA in Educational Administration, Post MA in Educational Administration, MA in School Business Administration, and Post MA In School Business Administration. Each of the Advanced Programs have their courses and assessments aligned with the Advanced Programs Learning Outcomes as well as to their programs' national standards. Direct Measures and Indirect Measures that serve as evidence that our candidates are meeting the Department of Educational Leadership Advanced Learning Outcomes as well as their programs' national standards are uniform across the programs. For the Department of Educational Administration's NCATE accreditation, it is incumbent upon us to collect program data across the unit that is our evidence that our students are meeting outcomes and standards. Table 1 provides a chart that shows where indirect and direct measures are taken at transition points through their program. The culminating direct-measure assessments (thesis, comprehensive exams, and portfolios) are carried out in the appropriate end-of-program coursework and experiences. The Assessment System for the Department of Educational Leadership uses common data collected across the programs from the Direct and Indirect Measures for program improvement through a program review and report process. See Table 3 for a graphic representation of how the data is used in decision-making for program improvement.

Program Student Learning Outcomes (See Table 1 for alignment with KU SLOs.)

Department of Educational Leadership's Advance Programs Student Learning Outcomes (SLOs) (3 Categories)

Knowledge

A. The candidate knows subject/field and knows appropriate pedagogy, strategies, practices.

- B. The candidate understands the role of social, psychological, political, historical and technological forces in making sound educational/clinical decisions.
- C. The candidate examines the nature of teaching and schooling as a reflective practitioner and formulates a personal education philosophy.
- D. The candidate demonstrates understanding of diversity and multiple perspectives.
- E. The candidate is knowledgeable about various federal, state, and/or local educational agencies and professional organizations.
- F. The candidate understands the range of technological applications within the field and recognizes the importance of technology in professional practice.
- G. The candidate demonstrates knowledge of national, professional and state standards (New Jersey Core Curriculum Content Standards).
- H. The candidate demonstrates knowledge of assessment and evaluation appropriate to field.
- I. The candidate demonstrates an understanding of research terminology, concepts and practices.
- J. The candidate interprets educational/clinical data, issues and trends.

Skills

- A. The candidate applies knowledge and content pedagogy and/or professional practice appropriate to field and setting.
- B. The candidate applies a practical problem-solving perspective sensitive to the context of school, community and society.
- C. The candidate evaluates, clarifies and refines personal philosophy of professional practice.
- D. The candidate fosters and participates in collaboration in all professional settings.
- E. The candidate demonstrates ability to assess, analyze, monitor and promote student/client progress.
- F. The candidate uses technology appropriate to field.
- G. The candidate implements effective strategies for teaching/supervision/professional practice and supports and fosters the belief that all children can learn.
- H. The candidate integrates knowledge derived from professional research into practice in various educational/clinical settings.
- I. The candidate applies action research to discover new information and/or solve problems in professional settings.
- J. The candidate demonstrates effective oral and written communication skills.
- K. The candidate analyzes and evaluates his/her own professional skills.

Dispositions

- A. The candidate promotes an appreciation and understanding of diversity in schools and society and demonstrates a commitment to meet the educational needs of all stakeholders in a caring, non-discriminatory and equitable manner.
- B. The candidate commits to collaborative professional partnerships in schools and other learning communities.
- C. The candidate creates a positive school climate in which teaching and learning are primary concerns.
- D. The candidate recognizes the ethical implications surrounding contemporary problems and issues.
- E. The candidate commits to ethical principles of research.
- F. The candidate commits to moral and ethical principles of leadership; affirms human dignity and an ethic of caring for all people.
- G. The candidate models professional and leadership behaviors in all interactions with school and community.

*** KU Student Outcomes: *Kean University graduates should be able to:***

- 1. Think critically, creatively and globally;
- 2. Adapt to changing social, economic, and technological environments;
- 3. Serve as active and contributing members of their communities; and
- 4. Advance their knowledge in the traditional disciplines and enhance their skills in professional areas

Table 1: Advanced Programs Learning Outcomes Aligned with SPA Standards

<p>KU SLOs</p>	<p style="text-align: center;">Kean’s SPECTRUM MODEL Advanced Student Learning Outcomes</p>
<p>KU 1-4</p>	<p>SLO #1: 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 of learning supported by the school community.</p> <p>Direct Measure # 1: EL 5813 & 5814 -Observation Evaluation Forms and Portfolio Rubric. Completed cooperatively by university supervisor and candidate. Direct Measure # 2: EL 5502 - Oral and written presentations. Final grade analysis. Indirect Measure: EL 5813 & 5814. Analysis of grade distribution</p>
	<p>SLO #2: 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.</p> <p>Direct Measure # 1: EL 5813 & 5814 -Observation Evaluation Forms and Portfolio Rubric. Completed by university supervisor.</p>

	<p>Direct Measure # 2: Midterm research Paper on achievement gap. Rubric developed by faculty</p> <p>Indirect measure: EL 5813 & 5814 -Rubric developed by the faculty for field internship Collected through a grading rubric.</p>
	<p>SLO #3: 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.</p> <p>Direct Measure # 1: EL 5813 & 5814 -Observation Evaluation Forms and Portfolio Rubric. Completed by university supervisor.</p> <p>Direct Measure # 2: EL 5520 - Final Exam and grade analysis.</p> <p>Indirect measure: EL 5813 & 5814 - Site visitation, student and site mentor interviews. Completed cooperatively by university supervisor, Mentor and Student, using the rubric developed by the faculty for field internship activities.</p>
	<p>SLO #4: 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.</p> <p>Direct Measure # 1: EL 5813 & 5814 -Observation Evaluation Forms and Portfolio Rubric. Completed by university supervisor.</p> <p>Direct Measure # 2: EL 5503 - Final Exam and grade analysis.</p> <p>Indirect Measure: EL 5813 & 5814 - Site visitation, student and site mentor interviews. Completed cooperatively by university supervisor, Mentor and Student, using the rubric developed by the faculty for field internship activities.</p>
	<p>SLO #5: 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.</p> <p>Direct Measure # 1: EL 5813 & 5814 -Observation Evaluation Forms and Portfolio Rubric. Completed by university supervisor.</p> <p>Direct Measure # 2: Vignette in qualifying exam regarding ethical dilemmas. Rubric developed by faculty.</p> <p>Indirect Measure: EL 5813 & 5814 - Site visitation, student and site mentor interviews. Completed cooperatively by university supervisor, Mentor and Student, using the rubric developed by the faculty for field internship activities.</p>
	<p>SLO #6: 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.</p> <p>Direct Measure # 1: EL 5813 & 5814 -Observation Evaluation Forms and Portfolio Rubric. Completed by university supervisor.</p> <p>Direct Measure # 2: EL 5606 - Team Project & Presentation. Final grade analysis.</p> <p>Indirect Measure: EL 5813 & 5814 - Site visitation, student and site mentor interviews.</p>

	Completed cooperatively by university supervisor, Mentor and Student, using the rubric developed by the faculty for field internship activities.
	SLO #7: Candidates will qualify for the New Jersey Principal's Certificate of Eligibility.

Table 2: Assessment System for Advanced Programs

Assessment Points at Critical Stages and Standards/Outcomes	Benchmarks	Assessment Tools Internal (I) and External(E) Measures
Prior to Comprehensive Exam/or Praxis		
Content Knowledge	Satisfactory completion of required courses	Transcripts (E)
Content Knowledge	Successful completion of assignments in identified courses	Course specific rubrics (I)
Pedagogical Knowledge & Skills	Satisfactory completion of internship/practicum	Internship/practicum evaluation forms (I)
Dispositions	Satisfactory completion of internship/practicum	Internship/practicum evaluation forms (I)
At Program Completion		
Content Knowledge	Satisfactory completion of qualifying exam	Qualifying Exam (E)
Content Knowledge	Satisfactory completion of coursework	Transcripts (E)
Pedagogical Knowledge & Skills	Satisfactory completion of internship/practicum	Internship/practicum evaluation forms (I)
Pedagogical Knowledge & Skills	Satisfactory completion of Action Research/EDD Action Research Dissertation	Action Research/Action Research Dissertation grades (I)

Table 3

COLLEGE OF EDUCATION ASSESSMENT SYSTEM/DEPARTMENT OF EDUCATIONAL ADMINISTRATION ADVANCED PROGRAMS ASSESSMENT SYSTEM

