

M.Ed. in Educational Administration

2006 NCA Progress Report #9

Introduction/Context:

Recent changes initiated by the Ohio Department of Education have required our program to **NOT ONLY MEET** NCATE but also follow the Specialized Professional Association (SPA) guidelines for each area of licensing. The SPA for school administration is the Educational Licensure Constituent Consortium (ELCC) and their standards are more laborious than their name. Again we are in the situation of having to meet two different sets of criteria. We are currently attempting to pass the ELCC standards and expecting a response from them by July 2006. We submitted an initial report and were found to not be in compliance with all standards. We submitted a new report in February 2006 and are to get a response July 2006.

Some of this initial report from ELCC are related to disagreements between ELCC and the Ohio Department of Education that insists we meet ELCC standards. ELCC classifies the principalship into two levels (principal I covering elementary and middle school and principal II covering middle and secondary). The state of Ohio Department of Education does not apply these same divisions and requires instead that we license applicants using the three categories of PK-6th grade (ages 3-12), grades 4-9 (ages 8-14) and grades 5-12 (ages 10-21). While we strongly encourage the state to follow the classification schemes of our Specialized Professional Association, we do have the power to enforce that change. As a result, some information that we collect for the state is formatted for the 3 levels of principal candidates we train. We clarified many of these points in the new report that was submitted in February.

Practicum & Field Experience

We refer to our internship as a “practicum.” During the practicum experience, candidates are evaluated by their written documentation related to their field experience and field supervisor evaluations. Students must complete two semesters of practicum. Each semester consists of classroom meetings, field visits from university supervisors, supervision in the field and ten hours of administrative work per week in a building at the level for which they are seeking licensure for 15 weeks. This results in a total of 150 hours of experience each semester and a grand total of 300 hours. In addition, students must complete 150 hours of early administrative field experience as part of ADM 614 (*Administrative Principals and Practice*). Because of the age ranges and grade levels covered by principal I (PK-middle) and Principal II (middle through secondary), students complete two semesters in assignments reflecting which of these two principal licenses they are pursuing. As noted, the state of Ohio actually has three level designations for principal licensure, so students completing either principal I or II are actually eligible for two of the three levels of licensure. To become eligible for the remaining level the students must take an additional practicum at that level. For example, if a student did one semester of practicum at the elementary level and the second at the middle school level (ELCC principal I) they would be eligible for the grades PK-6 or grades 4-9 license. To be eligible for the 5-12 license they would have to complete a third practicum at that level. Only students who

are licensed teachers are eligible to be endorsed for the professional administrator license. They must have two years teaching experience at the age levels for which principal licensure is sought.

Standards & Goals

As taken from our current ELCC Report, standards governing the M.Ed. program in educational administration follow:

Problem solving. Students understand how to gather information, explore causal factors, and form solutions to problems [Knowledge base: organizational change].

Decision making. Students understand how to make decisions based on the best available information, taking into consideration relevant ethical and moral parameters [Knowledge base: organizational change, ethical].

Planning and scheduling. Students use resources to establish short-and long-term priorities and goals for the purpose of establishing procedures and monitoring activities [Knowledge base: organizational change].

Collaboration. Students facilitate collaboration of tasks among colleagues, parents/guardians, community agencies, and colleges/universities to enhance the well-being of faculty, staff, and students and to translate ideas into action [Knowledge base: organizational change, relational].

Delegation. Students understand the importance of assigning projects, tasks, and responsibilities appropriate to the capabilities of particular individuals [Knowledge base: organizational change, relational].

Learning environment. Students understand the importance of an organizational culture that promotes social interaction, active engagement in learning, and self-motivation [Knowledge base: relational, developmental].

Human growth and development. Students understand how individuals learn and develop and that a variety of community resources are available to respond to the needs of students and staff who come to education from a wide range of prior experiences [Knowledge base: developmental, relational].

Professional development. Students are visionary practitioners who can identify staff needs and organize and facilitate programs to improve faculty and staff effectiveness [Knowledge base: developmental, relational].

Assessment. Students understand that diagnostic information is needed about students, staff and the organizational environment and know how to interpret the results of these assessments for subsequent action [Knowledge base: developmental].

Diversity. Students understand how individuals differ in their backgrounds and recognize such diversity in allocation of resources to meet staffing, teaching, and learning needs [Knowledge base: relational, ethical].

Social foundations. Students understand educational organizations as political systems and can identify social, political, legal, and economic factors that influence education [Knowledge base: contextual, ethical].

Communication. Students understand the importance of verbal and non-verbal behavior in terms of messages conveyed and know how to interact positively and effectively with and through various media sources [Knowledge base: relational].

Technology. Students understand and use up-to-date technology to enhance the work and learning environment of staff and students [Knowledge base: developmental, organizational change].

Based on these standards, program faculty have established the following three program goals:

1. Students will demonstrate skills in completing projects/assignments in field settings related to problem solving, decision making, and planning/scheduling.
2. Students will demonstrate knowledge and understanding of program content in meeting exit requirement including diversity issues, assessment, technology, and social foundations.
3. Students will demonstrate application of coursework knowledge to licensure requirements as evidenced by passing the Praxis II exam.

We modified the goals to reflect areas where the goals aligned with the ELCC standards. Frankly though, we realize that there may come a point where we allow the SPA to write our goals for us since that seems the only true way to attain congruence.

Outcomes

As noted in our 2003 NCATE Report, outcomes are assessed in terms of retention, exit requirements, and other assessments. Outcomes and related measures have not changed since initially derived by program faculty.

Retention

To hold the status of “Good Academic Standing” a graduate student must maintain a graduate GPA of 3.00 or above. Students lose this status and must be reviewed by their graduate program committee (the faculty in the school administration program) if:

- they receive one grade of “F”
- they receive two grades of less than “B” or
- they receive two grades of “NS” (not satisfactory)

In these cases, the graduate program committee will recommend dismissal, remediation, or continuance. If dismissal is decided upon, this decision is communicated to the graduate dean. Mandatory dismissal is required

- if a student receives two grades of “F”
- if a student accumulates a total of nine credit hours of less than “B” grades
- if a student has a cumulative GPA less than 3.00.

Exit Requirements

Currently students may choose an exit requirement from one of three options being a comprehensive exam, a thesis, or a project. Theses are written, scholarly investigations of a specific area related to their program of study. Projects are manuscripts that document the application of educational theory to practice and demonstrate a capacity for evaluation and synthesis. The School Administration program is phasing out the comprehensive exam and phasing in a portfolio requirement. Beginning Fall 2005, students will have the option of completing a portfolio or comprehensive exam, thesis, or project. By Spring 2007, all students will be required to complete the portfolio. The portfolio will contain artifacts representing ELCC standards and faculty will evaluate each artifact with a common rubric.

Other Program Assessments

As noted in NCA Progress Report #8 which follows, candidates averaged a 90.5 percent passage rate on the Praxis II specialty exam. On exit surveys, 100 percent of responding candidates indicated that their program prepared them moderately to extremely well to understand how to gather information, explore causal factors, and form solutions to problems as well as

understanding how to make decisions based on the best available information within relevant moral and ethical parameters.

Candidates in **school administration** have an in-depth understanding of professional knowledge in their fields as delineated in professional, state, and institutional standards. As described in the Graduate Catalog and related course and internship syllabi, candidates address the key concepts of their field. Candidates had an average passage rate of 98 percent on comprehensive exams and 100 percent received a B or better as their final grades in practicum courses (ADM 681/682/683). Exit survey results also indicate that they agree that their specialization courses reflect the program model of Visionary Practitioner.

Research: What indirect and direct evidence have you gathered to determine if goals and outcomes are being met?

Well the direct evidence is:

- Praxis II specialty exam pass rates
- Exit requirement pass rates
- Successful completion of administrative practicum (ADM 681/682/683)

By way of indirect evidence, an exit survey is administered to all students upon completion of the program.

Findings: The findings are reviewed by faculty, the program coordinator and the department chair. Beginning Fall semester 2005, administration faculty will be meeting weekly to prepare their ELCC report.

Review: Faculty review student progress twice a year.

Actions: The biggest action taken in the past year was having to meet the ELCC standards and we are in the midst of this cumbersome process.

NORTH CENTRAL ASSOCIATION STUDENT ASSESSMENT PLAN
 2005 College of Education and Human Services Status Report #8

Program: M.Ed. Educational Administration

PROGRAM GOALS	RELATED OUTCOMES & MEASURES	N	RESULTS	REVIEW, ACTIONS & IMPROVEMENTS
#1 - Students will demonstrate skills in completing projects/ assignments in field settings.	At least 90% of students will complete activities identified in administration program practicum courses ADM 681/682/683 syllabi with grade of "B" or better using individual faculty developed scoring rubrics.	89	100% received "B" or better.	No action required
#2 - Students will demonstrate knowledge and understanding of program content in meeting exit requirement.	Pass rate should be 90% or better on comprehensive exams, theses and projects.	36	97% passed.	One student who failed working with advisor on project
#3 - Students will demonstrate application of coursework knowledge to certification requirements.	Pass rate on PRAXIS II Specialty Area exam will be at least 90%.	30	94% passed.	We have continued our review for the Praxis each fall and spring semester. This has helped us increase the pass rate.