

**M.Ed. in Supervision**  
**2007 NCA Progress Report #10**

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**Introduction/Context**

The Ohio Department of Education requires that our M.Ed. Program in Supervision meet both the NCATE and Specialized Professional Association (SPA) guidelines for licensing Administrative Specialists in Curriculum, Supervision, and Professional Development.

The SPA for school administration, which includes supervision, is the Educational Licensure Constituent Consortium (ELCC). Our M.Ed. in Educational Administration must also comply with these seven. Although we were initially rated as not compliant with all of the ELCC standards in September 2005, we received notification of our being rated compliant in July 2006.

**Practicum & Field Experience**

Our program has an internship known as “practicum.” During the practicum experience, candidates plan and implement a field project or series of projects in the work environment. The students are evaluated based on written documentation of these projects and on-site evaluations of their performance. Student must complete two semesters in practicum. Each semester consists of classroom meetings and 10 hours per week of field-based internship to be completed under the direction of program faculty. This results in a total of 150 hours of field experience each semester for a total of 300 hours in the program. In addition, students complete a clinical course on supervision and professional development (ADM 676) that affords and opportunity for them to try several approaches for effectively supervising teachers and school personnel.

**Standards & Goals**

As taken from our 2006 ELCC Report, standards governing the M.Ed. program in supervision 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. Student 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: developmental, relational].

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].

Beginning in Fall 2007, students will be required to adhere to the 21 standards developed by the Administration faculty as directed by NCATE, standards based on ELCC. These are found in rubric form at <http://www.csuohio.edu/coehs/students/portfolios/rubricCSUELCC.html>. Students, as noted in other sections in this report, will be uploading artifacts meeting the requirements of the rubrics onto the CSU ePortfolio system.

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. As noted in last year's report, 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 & Related Measures**

As noted in our 2003 NCA TE Report, outcomes are assessed in terms of retention, exit requirements, and other assessments. These are listed in the table that appears at the end of this report.

#### **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 GP A 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. These 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 Supervision Program is phasing out the comprehensive exam and phasing in a portfolio requirement. Beginning Fall 2007, students will have the option of completing a portfolio or a comprehensive exam, thesis, or project. By Spring 2008, 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 as noted earlier and found at <http://www.csuohio.edu/coehs/students/portfolios/rubricCSUELCC.html>.

### **Other Program Assessments**

Other direct forms of assessment include Praxis II specialty exam results and overall performance in clinical and field-based courses (ADM 676 & ADM 680). By way of indirect evidence, an exit survey is administered to all students upon completion of the program.

### **Findings**

As noted in the table at the end of this report, candidates for both the Specialists and the Administration M.Ed. averaged a 94% passage rate (29 out of 31) on the Praxis II specialty exam required for licensure as an Administrative Specialist. 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. In addition, all agreed that their specialization courses reflect the program model of Visionary Practitioner.

Candidates for the M.Ed. in **supervision** have an in-depth understanding of professional knowledge in their field 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 100 percent on comprehensive exams and 100 percent received a B or better as their final grades in the required course on clinical supervision (ADM 676) and their practicum (ADM 680).

### **Review**

The findings are reviewed by faculty, the program coordinator and the department chair twice a year with particular attention being given students' individual progress.

### **Actions**

Based on continued accomplishment of program goals, no major actions are planned at this time aside from phasing in a professional portfolio as mandatory exit requirement.

NORTH CENTRAL ASSOCIATION STUDENT ASSESSMENT PLAN  
2007 College of Education and Human Services Status Report #10

Program: M.Ed. in Supervision

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 clinical and field courses (ADM 676 & ADM 680) with a grade of "B" or better using faculty developed scoring rubrics.	13	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.	1	100% passed.	No action required
#3 - Students will demonstrate application of coursework knowledge to licensure requirements.	Pass rate on PRAXIS II Specialty Area exam will be at least 90%.	42	98% passed. Note: EAD & Supervision take same exam. Total includes both.	We have continued review for the Praxis each fall and spring semester. This has helped us increase the pass rate on this exam.