

## Graduate Program Data Analysis Report

Program Name: Ed Leadership - District

Date: April 12, 2013

Contact Person: Dr. Andrew Pushchak

**Directions:**

1. Review the program assessment data located in D2L.
2. List the 6 to 8 assessments for each program in the box provided for Program Assessments. Examine the data collection for each program. Be sure to review both the fall and spring data collection. Answer the following questions for each program assessment placing the information in the appropriate column:
  - o What does the data indicate for your program?
  - o What areas of concern if any do you have regarding this assessment?
  - o What recommendations do have regarding any revisions for this assessment?
  - o What program changes if any does this data suggest?
3. Save the template as a Word document and submit it to the NCATE Assessment Committee via a D2L dropbox provided in the Accreditation-NCATE link by April 9<sup>th</sup>.

**Graduate Unit Data**

Program Assessment	Data Analysis	Recommendations	2013 Updates
Personal Leadership Vision Essay	Data for this assessment from the 2011 ELCC District Final Report were analyzed. The data reveal that all Educational Leadership graduate students pursuing the Pennsylvania Letter of Eligibility necessary to serve as a Superintendent of Schools are meeting the standards established by ELCC. There were no students that received a score ‘does not meet expectations’ for any standards in this assessment.	Building upon the high scores achieved by all students, program faculty will discuss possible opportunities for students to facilitate the development, articulation, implementation, and stewardship of a district vision. Program faculty will continue to discuss possible ways to move more students from ‘meets expectations’ to ‘target.’	Data for this assessment from fall 2012 were analyzed. The data reveal once again that there were no students that received ‘does not meet expectations’ for any standards in this assessment. Program faculty did discuss the recommendations listed in the third column. The instructor of the course highlighted and encouraged students to pursue opportunities for students to facilitate the development, articulation, implementation, and stewardship of a district

			vision from the beginning of the course. This resulted in more students being rated at the 'target' level.
Course Grades	Data for this assessment from the 2011 ELCC District Final Report were analyzed. This particular assessment was suggested to be revised. In order to respond to the findings of the ELCC report, the faculty in the Educational Leadership program held a series of meetings for the expressed purpose of reviewing the report and addressing the conditions. In addition to faculty meetings, several meetings were also held with the NCATE Coordinator and the School of Education Management Technician to discuss how best to address the two conditions. All of these meetings revealed the need to revise the chart in Assessment #2 Course Grades to clearly delineate the alignment between what is taught related to the ELCC standard element listed. Since the summary of strengths in	Building upon the high grades achieved by all students, program faculty will discuss possible opportunities for students to continue to demonstrate exemplary performance.	The "recognized with conditions" status of the district level program was due to this assessment. Course grades continue to be analyzed to ensure the alignment between what is taught related to each ELCC standard element. This assessment was revised and resubmitted as indicated in column 2. On August 1, 2012, the ELCC accepted the revisions and granted new status of the district level program as now "recognized without conditions."

	<p>Part A of the report acknowledges, “Data results on the District assessments show candidates have the necessary content knowledge and professional skills outlined in many of the ELCC standard elements,” the program faculty decided to address conditions through the revision of the chart in Assessment #2 Course Grades. The chart for Assessment #2 Course grades has been revised to clearly delineate the alignment between what is taught related to the ELCC standard element listed. The revised chart displays the course number and title in the first column. The content objectives for each course are listed in the second column, and the ELCC standard elements corresponding to each of the objectives have been added in the third column. The revised chart now cross-references the ELCC standard elements with the course objectives and provides sufficient</p>		
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	detail as to where in the course each standard element is addressed.		
Contract Reviews	Data for this assessment from the 2011 ELCC District Final Report were analyzed. The data reveal a high number of graduate students performing at the 'target' expectations level when addressing these particular standards. There were no students that received a score 'does not meet expectations' for any standards for this assessment.	Building upon the high scores achieved by all students, program faculty will discuss possible opportunities for students to review professional and support service contracts and make recommendations for future planning. Program faculty will continue to discuss possible ways to move more students from 'meets expectations' to 'target.'	Data for this assessment from spring 2012 were analyzed. The data reveal once again that there were no students that received 'does not meet expectations' for any standards in this assessment. Program faculty did discuss the recommendations listed in the third column. The instructor of the course highlighted and encouraged students to pursue opportunities for students to review professional and support service contracts from the beginning of the course. This resulted in more students being rated at the 'target' level.
Internship Final Assessment	Data for this assessment from the 2011 ELCC District Final Report were analyzed. The data for Standard 5 reflecting acting with integrity, fairness, and in an ethical manner received the highest scores for all superintendent interns. The data for Standard 6 reflecting understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context received lower scores	Building upon the high scores reflected in Standard 5 program faculty will discuss possible opportunity for interns to exercise ethical behaviors in new or unfamiliar settings. As indicated in the report (to address lower scores for Standard 6), program faculty will continue to monitor the success of interns conducting Focus Projects on Student Achievement. Participation in regional showcases continues to	Program faculty has challenged students to identify an unfamiliar or new setting to engage constituents in discussions in which the intern can exercise and model ethical behaviors. Program faculty continues to provide internship opportunities to learn, practice, and apply essential skills. Faculty further monitor the success of interns conducting Focus Projects on Student Achievement, participation in regional showcases, and

	for this assessment.	address the larger context and provides opportunities for interns to report out to a broader audience.	discussions of authentic expectations.
Focus Project on Student Achievement	Data for this assessment from the 2011 ELCC District Final Report were analyzed. One hundred percent of the district level interns scored 'target' or 'meets expectations.' There were no interns that received a score 'does not meet expectations' for any standards for this assessment.	Building upon the high scores achieved by all district level interns, program faculty will discuss possible opportunities for interns to analyze data in greater depth and to have an increased impact on student achievement. Program faculty will continue to discuss possible ways to move more students from 'meets expectations' to 'target.'	Data for this assessment from fall 2012 were analyzed. Data reveal all students during this particular semester scored at the target expectations level. Program faculty supervising clinical experiences where the focus project is conducted have made a concentrated not only to clearly discuss the projected requirements in an ongoing manner throughout the project. Program faculty's effort in this regard is reflected in all students scoring at the target level. Program faculty has incorporated the American Education Research Association (AERA) guidelines into the student's presentation of their Focus Project for Student Achievement.
Facilities Project	Data for this assessment from the 2011 ELCC District Final Report were analyzed. The data reveal a high number of graduate students performing at target expectations level when addressing these particular standards. There were no interns that received a score 'does not meet expectations' for any	Building upon the high scores achieved by all students, program faculty will discuss possible opportunities for students to apply content knowledge and skills applicable to the school district superintendency. Program faculty will continue to discuss possible ways to move more students from	Data for this assessment from summer 2012 were analyzed. The data reveal once again that there were no students that received 'does not meet expectations' for any standards in this assessment. Program faculty did discuss the recommendations listed in the third column. The instructor of the course highlighted and

	standards for this assessment.	'meets expectations' to 'target.'	encouraged students to pursue opportunities for students to apply content knowledge and skills applicable to the school district superintendency. This resulted in more students being rated at the 'target' level.
District-based Strategic Plan	Data for this assessment from the 2011 ELCC District Final Report were analyzed. The data reveal show a high number of graduate students performing at target expectations level when addressing these particular standards. There were no interns that received a score does not meet expectations for any standards for this assessment.	Building upon the high scores achieved by all students, program faculty will continue to discuss designing opportunities pertaining to the standards that all graduate students must address while pursuing the Pennsylvania Letter of Eligibility necessary to serve as a Superintendent of Schools. Program faculty will continue to discuss possible ways to move more students from meets expectations to target.	Data for this assessment from summer 2012 were analyzed. The data reveal once again that there were no students that received 'does not meet expectations' for any standards in this assessment. Program faculty did discuss the recommendations listed in the third column. This resulted in more students being rated at the 'target' level.
School Superintendent Assessment (SSA)	Effective April 2, 2012, the Pennsylvania Department of Education (PDE) now requires the SSA.	Beginning with Fall 2012 program faculty will monitor and analyze results from the SSA to make program adjustments as needed.	PDE changed the testing requirements as follows: As of Jan 1, 2013 Superintendent Candidates must take the SSA test prior to receiving their Letter of Eligibility. Therefore, no data are available at this time.