

**Educational Leadership Annual Report  
2008-2009  
Graduate Program**

**Program Name:** Educational Leadership

**Report Prepared by:** Terry L. Shepherd, Department Head

**Who is the current assessment contact for your program?**

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**Should assessment information be sent to anyone else in your department?**

Assessment Information should be sent to Karen Clark, Assessment Coordinator/Assistant Dean.

**1. What are the program's educational goals? (Please take goals directly from your program's assessment plan, and highlight any changes made this year.)**

The Department of Professional Education Services of the School of Education adopted the Educational Leadership Constituent Council (ELCC) Standards for School Leaders in preparation of applying for national recognition from a specialized program association and in development of a Master of Science in Education with a major in Educational Leadership. These ELCC standards apply to those candidates seeking K-12 building principal licensure.

**Standard One: Vision of Learning**

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

**Standard Two: School Culture and Instructional Program**

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Standard Three: Management**

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**Standard Four: Collaboration**

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard Five: Professional Ethics**

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

**Standard Six: Political, Social Economic, Legal, and Cultural Context**

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**Standard 7.0: Internship**

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

**The five themes of our mission statement: competent professionals, ethical dispositions, reflective practitioners, diverse learners, and rapidly changing world, are integrated throughout these standards. In an attempt to clearly articulate our belief in the importance of professional and ethical dispositions, faculty and other stakeholders have identified specific dispositions for all IU South Bend candidates. These dispositions, which were revised and approved by the faculty during the past year are listed below.**

**Professionalism**

- Attends class reliably.
- Submits work according to established deadlines.
- Completes careful planning and preparation for class and field-based assignments.
- Demonstrates correct and respectful oral communication skills.
- Demonstrates correct and respectful written communication skills.

**Fairness**

- Includes all students in classroom activities.
- Expresses interest in the well-being of all students.
- Provides opportunities for respectful discussions on diverse perspectives.

**Collaboration**

- Consults with others in order to promote student learning or the well-being of all students.
- Demonstrates appropriate problem-solving or conflict resolution skills.
- Communicates effectively with families and other professionals to achieve student and professional goals.

### Lifelong learning

- Seeks and Participates in a variety of professional development activities.
- Integrates technology to facilitate student learning.

### Integrity and Respect

- Maintains appropriate privacy and confidentiality when discussing students and colleagues.
- Advocates for students, professionals, and families in appropriate ways.
- Demonstrates honesty when interacting with students, families, and professionals.

### Reflection

- Reflections are thoughtful, respectful, and used for professional growth.
- Reflects on student learning and integrates it into instructional activities.

## 2. What assessment techniques did the program use? (Please take assessment techniques directly from your program's assessment plan and highlight any changes made this year.)

Currently, the School of Education relies on the following data sources to measure progress of candidates and to determine the success of our programs:

- Self-Assessment of Program
- Oral and Written Examinations

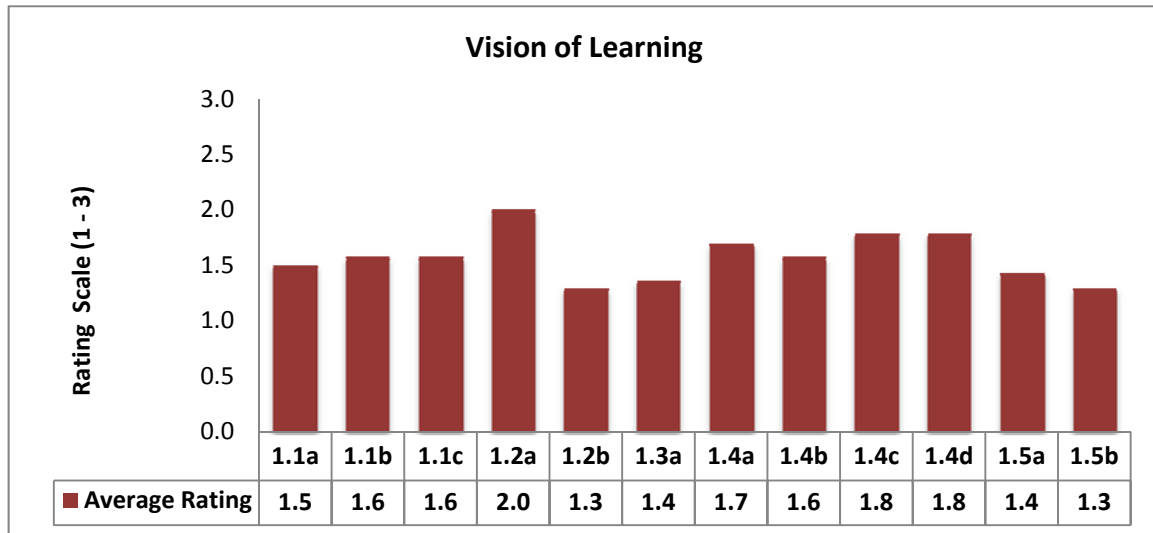
**Self-Assessment of Program:** Candidates completed a self-assessment of the program based on the Educational Leadership Constituent Council (ELCC) standards. The self-assessment artifacts were based on the following Rubric for Benchmark Self-Assessment:

**Table 1**  
**Rubric for Benchmark Self-Assessment**

	3	2	1
Understanding of the Standards	Demonstrated deep knowledge and understanding.	Demonstrated acceptable knowledge and understanding.	Did not demonstrate knowledge and understanding.

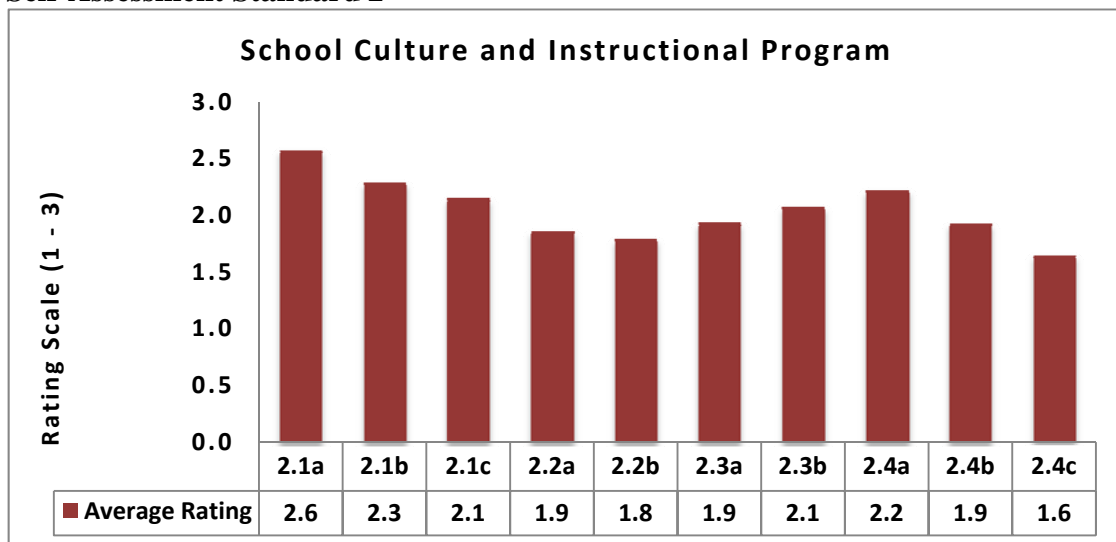
The data identified areas of concern in all standards with the exceptions of Standards 2 and 5. These areas of concern and means of improving these areas will be discussed at the departmental meeting in September 2009. This information will also be shared with the Educational Leadership Advisory Board meeting in February 2010.

**Table 2**  
**Self-Assessment Standard 1**



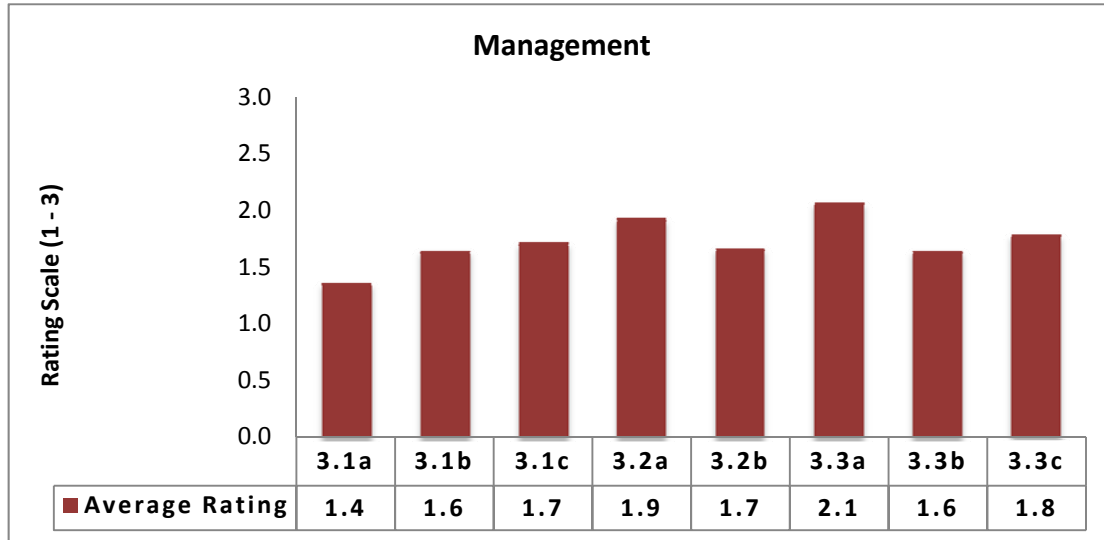
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**Table 3**  
**Self-Assessment Standard 2**



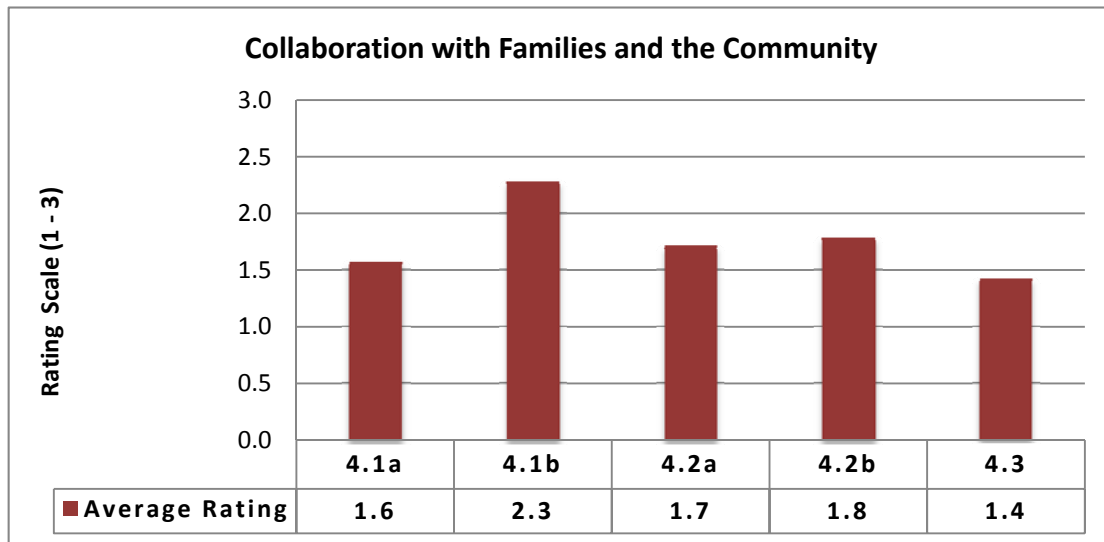
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**Table 4**  
**Self-Assessment Standard 3**



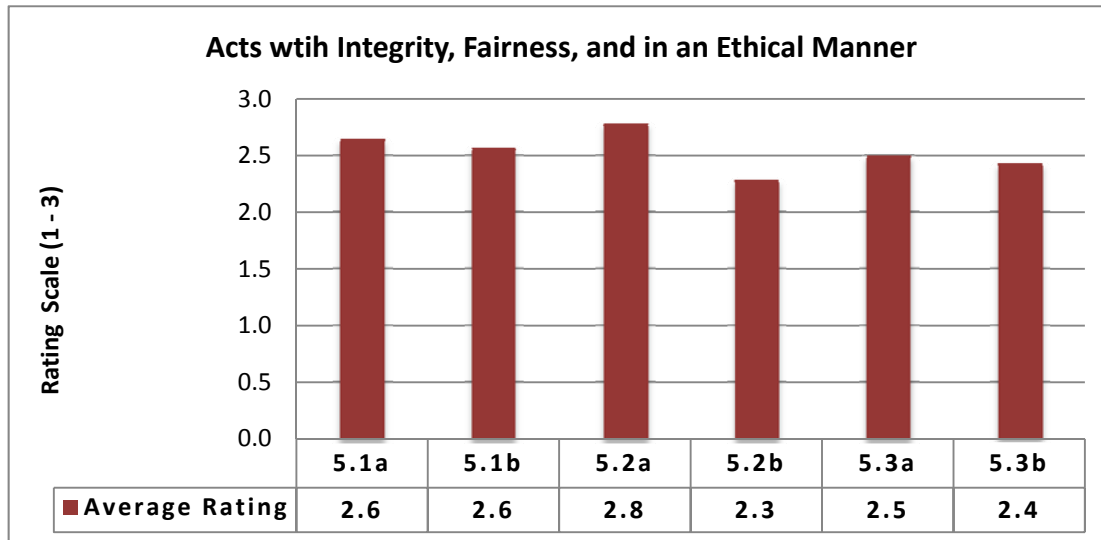
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**Table 5**  
**Self-Assessment Standard 4**



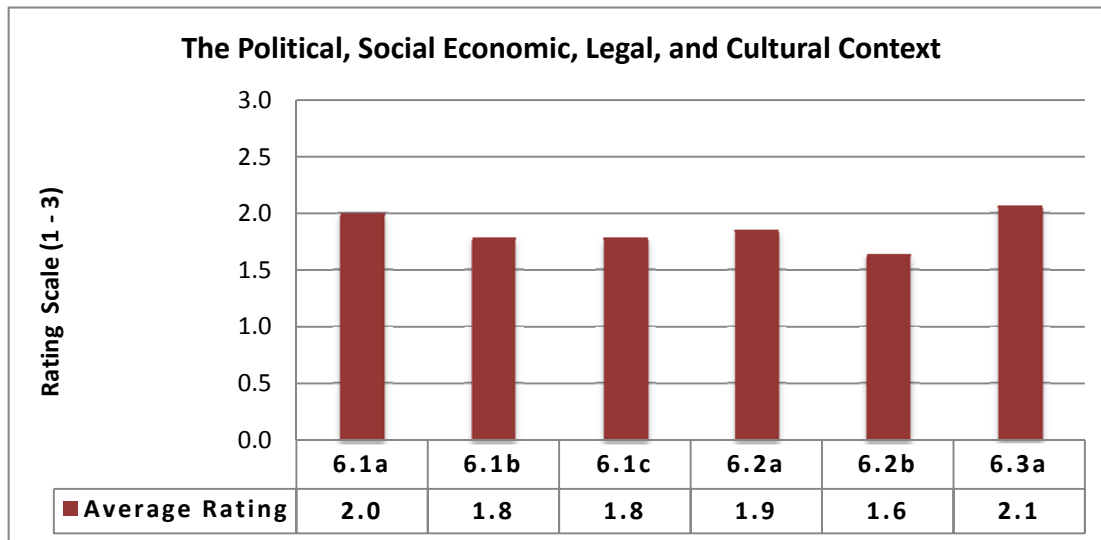
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**Table 6**  
**Self-Assessment Standard 5**



N = 15

**Table 7**  
**Self-Assessment Standard 6**



N = 15

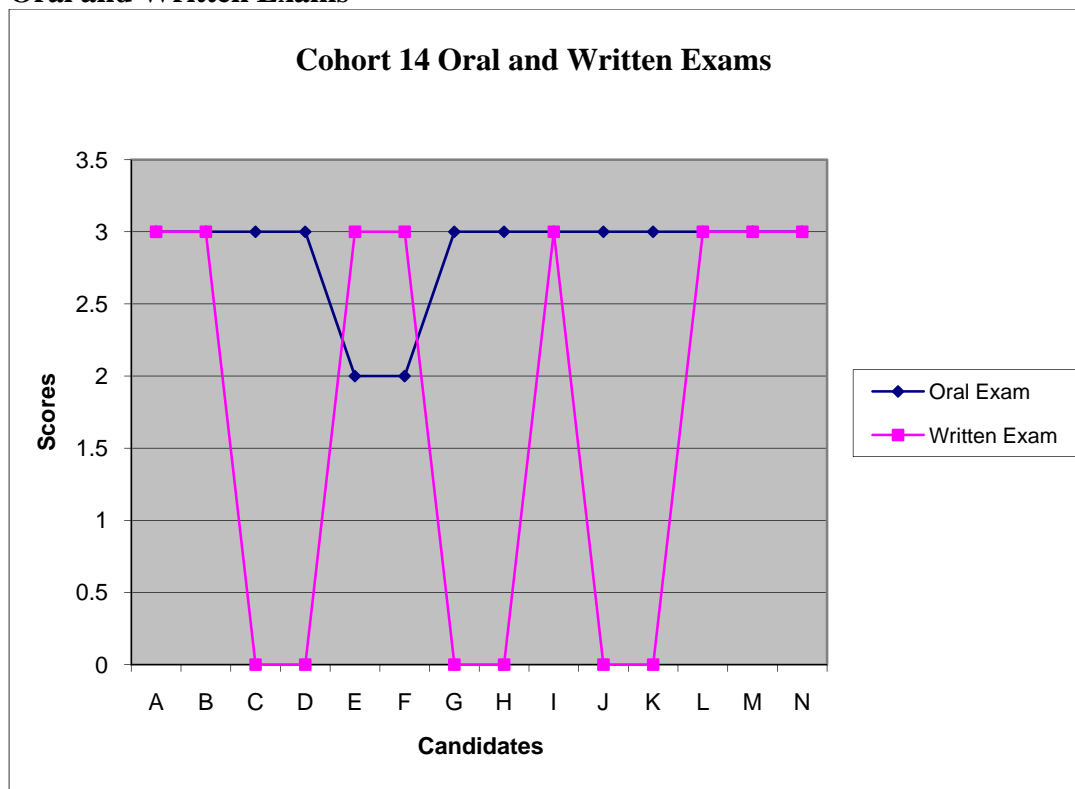
**Other Data:** Candidates were required to take an oral and written examination based on the ELCC standards. The oral and written examinations were based on the following Rubric for Benchmark Oral and Written Exams:

**Table 8**  
**Rubric for Benchmark: Oral and Written Exams**

	3	2	1
Understanding of the Standards	Demonstrated deep knowledge and understanding (identified all points).	Demonstrated acceptable knowledge and understanding (identified enough points).	Did not demonstrate knowledge and understanding (no main points).

Based on the results of the Oral and Written Examinations, all candidates demonstrated a deep knowledge and understanding of the ELCC standards. Data for the Written Examination for six candidates were not available. This information will be shared with faculty members at the September 2009 departmental meeting.

**Table 9**  
**Oral and Written Exams**



**3. What has your program done with assessment information this year? (i.e. communicated results to faculty, staff, alumni and students, made changes in the curriculum, made changes in the budget, added new courses. . .)**

Assessment information will be shared with the faculty members of the Department of Professional Services at the September departmental meeting. This information will also be shared with members of the Educational Leadership Advisory Board at the February 2010 meeting.

In response to staffing needs, a faculty with a terminal degree in educational leadership has been retained beginning in the 2009-2010 academic year.

In response to the current and previous assessments, the faculty members of the Department of Professional Services have developed a new Master of Science in Education with a major in Educational Leadership to meet the needs of the candidates. The Master of Science in Education (MS) with a major in Educational Leadership in the School of Education at Indiana University South Bend is designed to prepare individuals seeking initial licensure for building level administration (all school settings). This proposed program emphasizes the knowledge, dispositions, and performances that will help connect leadership more forcefully to productive schools and enhanced educational outcomes. The program is designed to meet the licensure requirements of the state of Indiana, achieve national recognition from the ELCC, and address the standards of the National Council for Accreditation of Teacher Education (NCATE). Currently, candidates seeking a license for building level administration at the graduate level have to enroll in a Master of Science Degree in Education in either Elementary Education or Secondary Education. Since candidates are required to have a Master's degree to obtain their administrative license, the current program is not meeting those needs. The MS is designed to meet the unique needs of candidates seeking a license as a building level administrator. At this time, the department, the SOE Curriculum and Standards Committee, and the SOE faculty have approved the program.

Unit Assessment information is also available to faculty, staff, alumni, and students at <http://www.iusb.edu/~sbassess/Senate%20Reports/senate07.shtml>.

**4. After reflecting on assessment activities in your unit, as a result of assessment what are two issues you would like to address?**

The educational leadership faculty will meet to discuss strategies to improve student performance in all areas. Additionally, the proposed Master of Science in Education with a major in Educational Leadership will evolve to address these concerns.

The educational leadership faculty will continue to align the program and courses to ELCC standards.