



Central Connecticut State University

August 2014

TO: Yvonne Kirby, Director of OIRA

From: Dr. Ellen Retelle

Department: Department of Educational Leadership and Instructional Technology

Report Preparer: Ellen Retelle

Overview

A. Section 1 Program Summary:

The Sixth Year Professional Certificate is a 30-credit post-masters degree program for experienced teachers seeking Connecticut's 092 or intermediate level administrator/supervisor certificate. Our course of study exceeds the minimum requirements established by the State of Connecticut for certification. The certification programs meet the needs of educators who seek to acquire advanced career and professional development, and the leadership skills and credentials necessary to function effectively in preK-12 school settings as an intermediate administrator or supervisor. Graduates of the programs who receive state certification are eligible for positions such as elementary or secondary principal/assistant principal, program coordinator, or department head, and for positions on the staffs of central offices (through the level of assistant superintendent), regional educational agencies, and the state Department of Education. The six Educational Leadership Constituent Council standards are the learning outcomes for the Sixth Year Program.

6th Year Certification Program Courses

Introductory Level Courses

EDL 590 (3 credits)

Core Level Courses

EDL 605 and EDL 606 Leadership for Teaching and Learning (6 credits)

EDL 610 and EDL 611 School Leadership (6 credits)

EDL 615 and EDL 616 External Environments of School Leadership (6 credits)

Advanced Practica Level Courses

EDL 690-691- 692 Internship in Educational Leadership (6 credits)

B. Learning Outcomes listed in the Chart below.

C. Assessments

- Platform Statement of Beliefs about Teaching and Learning-Rubric
- 2 District and/or School Challenges (school Improvement Plan)
- Curriculum, Instruction, and Assessment Staff Development Workshop
- Clinical Supervision using the CT Teacher Evaluation Assessment

- Teacher Professional Development Plan Assessment
- Student Safety Assessment
- Budget Assessment
- Recruiting, Hiring, & Retention Assignment

Program Assessment Question	Response
1) URL: Provide the URL where the learning outcomes (LO) can be viewed.	The website is not functioning (Aug. 18, 2014). However, the information about the superintendent program is going to be updated shortly.
2) LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., LO more discrete, LO aligned with findings)	No changes were made to the Learning Outcomes.
3) Strengths: What about your assessment process is working well?	The assessments that have been used in the program have been good; however, they have been revised and improved during spring and summer 2014. Several assessments have been added.
4) Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here)	The new/revised assessments exceed the requirements for our accreditation bodies. However, the faculty will be using the new assessments fall 2014; consequently, we will review them again and make minor modifications, if necessary.
For Each Learning Outcome (LO) complete questions 5, 6 and 7 (you may add more rows if you have more than 5 LOs): LO #1) Student applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, , etc.)	<ul style="list-style-type: none"> ● Platform Statement of Beliefs about Teaching and Learning-Rubric ● 2 District and/or School Challenges (school Improvement Plan)
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	The chairperson in the department and the faculty teaching in the program interpret the evidence.
7) Results: Since the most recent	Conclusion: NCATE/CAEP/ELCC have accredited the program with conditions. Minor changes requested.

<p>full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</p>	<p>Evidence(e.g., conclusion based on data in table x): ELCC report sent as an attachment.</p> <p>Changes: Minor changes in the rubrics. Will be submitting minor changes to ELCC by Sept. 15, 2015.</p>
<p>LO #2) Student applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.</p>	
<p>5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)</p>	<ul style="list-style-type: none"> • Curriculum, Instruction, and Assessment Staff Development Workshop • Clinical Supervision using the CT Teacher Evaluation Assessment • Teacher Professional Development Plan Assessment
<p>6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.</p>	<p>The chairperson in the department and the faculty teaching in the program interpret the evidence.</p>
<p>7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</p>	<p>Conclusion: NCATE/CAEP/ELCC have accredited the program with conditions. Minor changes requested.</p> <p>Evidence(e.g., conclusion based on data in table x): ELCC report sent as an attachment.</p> <p>Changes: Minor changes in the rubrics. Will be submitting minor changes to ELCC by Sept. 15, 2015.</p>
<p>LO #3) Candidate applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.</p>	
<p>5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course,</p>	<ul style="list-style-type: none"> • Student Safety Assessment • Budget Assessment • Recruiting, Hiring, & Retention Assignment

portfolio review, licensure examination, etc.)	
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	The chairperson in the department and the faculty teaching in the program interpret the evidence.
7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: NCATE/CAEP/ELCC have accredited the program with conditions. Minor changes requested.
	Evidence (e.g., conclusion based on data in table x): ELCC report sent as an attachment.
	Changes: Minor changes in the rubrics. Will be submitting minor changes to ELCC by Sept. 15, 2015.

LO #4) Student applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

<p>5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)</p>	<ul style="list-style-type: none"> • Communication Plan • Problem Based Learning Assignment
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<p>6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.</p>	<p>The chairperson in the department and the faculty teaching in the program interpret the evidence.</p>
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<p>7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</p>	<p>Conclusion: NCATE/CAEP/ELCC have accredited the program with conditions. Minor changes requested.</p>
	<p>Evidence(e.g., conclusion based on data in table x): ELCC report sent as an attachment.</p>
	<p>Changes: Minor changes in the rubrics. Will be submitting minor changes to ELCC by Sept. 15, 2015.</p>

LO #5) Student applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

<p>5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)</p>	<ul style="list-style-type: none"> • Culturally Proficient Teaching and Leadership Assignment • Social Justice Assignment
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<p>6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO,</p>	<p>The chairperson in the department and the faculty teaching in the program interpret the evidence.</p>
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provide information by LO.	
7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: NCATE/CAEP/ELCC have accredited the program with conditions. Minor changes requested.
	Evidence: (e.g., conclusion based on data in table x): ELCC report sent as an attachment.
	Changes: Minor changes in the rubrics. Will be submitting minor changes to ELCC by Sept. 15, 2015.
LO #6) Student applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.	
6) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	<ul style="list-style-type: none"> • Law and Policy Assignment • School Board Assignment • Non-Governmental External Influences on Education
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	The chairperson in the department and the faculty teaching in the program interpret the evidence.
6) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: NCATE/CAEP/ELCC have accredited the program with conditions. Minor changes requested.
	Evidence (e.g., conclusion based on data in table x): ELCC report sent as an attachment.
	Changes: Minor changes in the rubrics. Will be submitting minor changes to ELCC by Sept. 15, 2015.

Interim reports: append clearly labeled supporting data tables, organized by LO