



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

Program Name and Level: Superintendent/093 Certification OCP; Graduate Program. NCATE/CAEP/ELCC recognized this program in

A. Section 1 Program Summary

The Superintendent/093 OCP is for educators who aspire to be superintendents and assistant superintendents CT Public Schools. The program is designed for educational professionals seeking certification as a School District Superintendent. The core program consists of two courses on theory and research (EDL 681 and EDL 682) and two courses on practice (EDL 695 and EDL 696). Candidates who have completed their graduate work at CCSU will be required to take 12 credits. Candidates who have completed their graduate work at other institutions will be required to complete 15 semester hours as mandated by State Department of Education. Courses to be approved by advisor are dependent on student's prior coursework.

The Department of Educational Leadership seeks to prepare well-educated and competent practitioners who are capable of improving the quality of education for Connecticut's children.

The Department values interdisciplinary collaboration in fulfilling its goal; as such, faculty associated with the Center for Multicultural Research and Education, Educational Technology, and Educational Leadership work together to design programs which will prepare professional educators with the skills and dispositions needed to create learning environments where all learners will be successful.

The five courses (15 credits) in the program.

B. Learning Outcomes listed in Chart. The six Educational Leadership Constituent Council standards are the learning outcomes for the

C. Section – Assessment Plan

- District Improvement Plan Assessment
- Budget Assessment
- Problem Based Learning Assessment
- Communication Assessment
- Hiring, Recruiting, Mentoring, Retaining of Educators Assignment
- Social Justice Assessment
- Student Safety Assessment
- Law and Policy Assessment
- Portfolio-Culminating activity for internship

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 have been 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 satisfactory; however, they did not cover all of the learning outcomes. Consequently, additional assessments were added and current assessments were modified.
4) Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here)	All of the assessments for the Superintendent Program were revised during spring 2014 and summer 2014. The 10 program assessments are aligned with Council for Accreditation of Educator Preparation CAEP/ Educational Leadership Constituent Council (ELCC), the department's national accreditation organizations. The new/revised assessments exceeds\ 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"> • District Improvement Plan Assessment-Rubric • Problem Based Learning Assessment-Rubric
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	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.

<p>supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</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"> Hiring, Recruiting, Mentoring, Retaining of Educators Assignment-Rubric
<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, portfolio review, licensure examination, etc.)</p>	<ul style="list-style-type: none"> Budget Assessment-Rubric Student Safety Assessment-Rubric

<p>6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.</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>The chairperson in the department and the faculty teaching in the program interpret the evidence. 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>

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 Assessment-Rubric
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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"> • Social Justice Assessment-Rubric
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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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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.	
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.)	<ul style="list-style-type: none"> • Law and Policy Assessment-Rubric
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.

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