

**Department of Educational Leadership Interim Report  
October 2013  
Submitted by  
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**Masters of Science**

**INTERIM REPORT- Year 2**

One page report that specifically addresses progress in executing the 4-year action plan and notes any program changes implemented, submitted, or in development, and any new data gathered, etc... Report should build on the framework established in the Assessment Plan and the 1<sup>st</sup> Year Interim Report.

1. Note current status of implementing assessments, data collection, results, analysis, and adjustments.
  - o The faculty have been teaching the new courses since 2012; however, now that the Connecticut State Department of Education has decided that our Masters degree in Administration and Supervision cannot be used for Professional Certification (teachers must complete a Masters degree within five years of receiving their teaching certificate), we are exploring how to modify our masters to meet the new requirement. Frankly, we may not be able to create a Masters that meets the requirement (see # 2).
  - o Our primary focus is to ensure that all of the students enrolled in our program graduate by May 2016.

<b>Past MS Program</b>	<b>2013 Current MS Program Changed over a two-year period</b>
ED 517 Evaluation (3 s.h.)	EDT 540 Instructional Design, Assessment, and Data Management (3 s.h.)
ED 540 Motivation and the Learning Process (3 s.h.)	ED 520 Instructional Programs for Diverse Learners (3 s.h.)
ED 598 Research in Education (3 s.h.)	ED 598 Research and Data for School improvement (3 s.h.)
EDL 513 Supervision (3 s.h.)	EDL 523 Collaboration, Coaching, and Instructional Leadership (3 s.h.)
EDL 514 Administration (3 s.h.)	EDL 524 Leadership and the Dynamics of Organizational Change (3 s.h.)
ED 511 Principles of Curriculum Development (3 s.h.) EDL 551 Curriculum Leadership (3 s.h.)	ED 591 Curriculum, Instruction, and Assessment I (3 s.h.) ED 592 Curriculum, Instruction, and Assessment II (3 s.h.)
EDL 555 Leadership for Culturally Diverse Schools (3 s.h.)	EDL 555 Leadership for Social Justice (3 s.h.) ED 520
EDF 500 Contemporary Educational Issues (3 s.h.) or EDF 516, 524, 525, 538, or 583	ED 515 Professional Ethics and Law for Educators Teachers (3 s.h.) OR EDF 500, 516, 524, 525, 538, or 583

2. Address any unforeseen issues or concerns. Due the Connecticut State Department's proposal of C.G.S. Section 10-145b(g) and likely passage of the law,

the Masters of Administration and Supervision at CCSU will not meet state guidelines for teachers who are seeking professional certification

- The Connecticut State Department of Education has proposed (voted on in October) the following law: “C.G.S. Section 10-145b(g) requires anyone applying for a professional educator certificate, on and after July 1, 2016, to have completed a master’s degree in an appropriate subject matter area related to such person’s certification endorsement area, as determined by the State Board of Education.
- **Master’s Degrees that will not fulfill subject area requirements**
  - Initial Master’s of Arts in Teaching completed to earn initial certification
  - Education master’s degrees that are not relevant to a teaching in a content area
  - General curriculum and instruction degrees
  - Administration or supervision (Department of Educational Leadership Masters Program)
  - **NOTE:** Teachers who hold an initial educator or first-time provisional educator certificate on and after July 1, 2016, who have already completed a master’s degree, will need to seek advisement from, or upon application will be advised by, the CSDE on the acceptability of such master’s degree. If a candidate has completed one of the above degrees, a minimum of 12 graduate credits in the content or content-pedagogy in the subject appropriate to the teaching endorsement(s) held is required above and beyond the above master’s degrees to qualify for a professional educator certificate.”

3. “Close the loop” by repeating the planning cycle. Begin with identifying areas to make improvements (could be a new area or continued work with the original concern).

- The department is exploring various options to retain a Masters Degree, that will meet CSDE’s requirements for professional certification. One possibility is to create an 18-credit Official Certificate program for *Instructional Coaches*; numerous school districts across Connecticut have hired instructional coaches at elementary, middle and high school levels to model lessons, observe and provide feedback to teachers, and development curriculum. One idea is to that the 18 credit instructional coaches certificate can be applied to a Masters degree (Instructional Coaching and Teacher Leadership). The students would complete 12 credits in a ‘content area’ such as math, reading, science, history, art, music, PE, etc... We will consult with CSDE as soon as there is a draft of our new masters.

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4. 2007/08 cohort n=47 candidates 2008/09 cohort n=39 candidates 2009/10 cohort n=41 candidates 2010/11 cohort n=43 candidates

**Sixth Year Program (Please note that the Masters Program report is posted rather than the Sixth Year Program Report on <http://www.ccsu.edu/page.cfm?p=4223>)**

**INTERIM REPORT- Year 2**

One page report that specifically addresses progress in executing the 4-year action plan and notes any program changes implemented, submitted, or in development, and any new data gathered, etc... Report should build on the framework established in the Assessment Plan and the 1<sup>st</sup> Year Interim Report.

1. Note current status of implementing assessments, data collection, results, analysis, and adjustments.
  - o A report was submitted to our national accreditation body, NCATE/ELCC, in September 2013. The department is collecting data all Sixth Year Assessments; the data will be used for our NCATE/ELCC report and for the University and NEASC reports. All assessments are listed below. New assignments are identified.

EDL 590 Educational Platform
EDL 605 & EDL 606 (a) Action Research Project (b) Professional Development workshop (c) Analysis of Evaluating a Teacher
EDL 610 & EDL 611 (a) School/District Improvement Plan (b) 1 <sup>st</sup> /2 <sup>nd</sup> Order Change Principal (c) School Based Budgeting (d) Recruiting, Interviewing, Hiring, Mentoring New Staff (NEW ASSESSMENT) (e) Communicating with Various Constituents (NEW ASSESSMENT)
EDL 615 & EDL 616 (a) School Board & Politics Field Study (b) Laws and Policy Assignment (c) Leadership for Social Justice Assignment (d) School culture, climate, safety & security Assessment (NEW ASSESSMENT) (e) District Budget & Finance Assessment (f) External Forces State (CSDE, State board of ed, CABE, CAS, etc..) national, government, and corporations impact on public schools (NEW ASSESSMENT)
EDL 690, EDL 691, & EDL 692 (Internship) (a) Educational Platform (b) Clinical observation-self-analysis of a post-observation (c) 7 ELCC action areas – need rubric

2. Address any unforeseen issues or concerns.
  - o The only concern is that all assignments need to be reviewed and modified based on the 2011 ELCC standards. This takes time.

3. "Close the loop" by repeating the planning cycle. Begin with identifying areas to make improvements (could be a new area or continued work with the original concern).
  - The internship will be reviewed during this year; changes may be made.
  - As noted above, data are being collected on all of our assessments. New assessments are identified.

***SUBMISSION GUIDELINE - Attach Interim Report- Year 2, to a copy of the Assessment Plan (Section 6 of Full report) and the Year 1 interim report.***

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