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Sam Houston State University (SHSU)
2010 - 2011

Instructional Leadership MA, MED

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GOAL: Mastery Of Educational Leadership Constituent Consortium (ELCC) Standards

Objective	<p>Produce A Portfolio Reflecting Completion Of Embedded Internship Activities Aligned With ELCC Standards 1-6.</p> <p>Students will demonstrate knowledge and skills aligned to Educational Leadership Constituent Consortium (ELCC) Standards by completing internship activities in each of the core courses (e.g., Instructional leadership I and II, Curriculum Planning, Research Methods, Special Program and Special Populations, Psychology of Learning, and Supervision Practicum).</p>
Indicator	<p>Completion Of Embedded Internship Activities</p> <p>Upon completion of the Supervision Practicum, students will submit a portfolio that contains all of the internship activities with a reflection on how the activities have helped them develop skill.</p>
Criterion	<p>Embedded Activity Analysis</p> <p>90% percent of the candidates for the Master's degree in Instructional Leadership will receive a passing score on their portfolios.</p>
Finding	<p>Student Passing Rate On Portfolios.</p> <p>During 2010-2011, 100% of our Instructional Leadership interns received passing scores on their portfolios. Although students are successfully completing their portfolios, we found that they are having difficulty articulating the connections between their assignments and field work. We also found, that in some cases our students are not being given the opportunities we would like them to have during the internship/practicum. These are weaknesses we need to address.</p>

Actions for Objective:

Action	<p>Portfolio Passing Rates</p> <p>Although our students have been very successful, faculty members work together to ensure the Supervision Practicum/Internship addresses the needs of the students and the schools where they may work. This will continue to be our practice in the future. We began looking at alignment of our activities and course content, and we began looking at improving our relationship and connection to site supervisors--often principals--so our students get more actual real leadership experience. We also began looking at the Educational Leadership Constituent Consortium Standards to identify those standards that are most appropriate for teacher leaders. For example, teacher leaders are not directly involved in the development of a school or district vision as outlined in ELCC Standard One. Master syllabi will be developed for each IL course, and the professors will be informed that students need to make better connections between the readings, assignments, and field work. In the master syllabi, notes will be included to help the professors guide the students in making the connections.</p>
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GOAL: Mastery Of Knowledge And Skills Related To Instructional Leadership

Objective	<p>Students Will Demonstrate Mastery Of Visioning, Learning, Professional Development, Management, And Community Support.</p> <p>Students will demonstrate knowledge and skills in Instructional Leadership course content. All course content is aligned to Educational Leadership Constituent Consortium (ELCC) Standards. These Standards are (1) develop, articulate, and implement a school or district vision, (2) promote positive culture, provide effective instructional programs, apply best practices for student learning, and promote professional development; (3) manage the organization, operations, and resources; (4) collaborate with stakeholders; respond to community interest and needs, and mobilize community resources; (5) act fairly and with integrity; and (6) understand, respond to, and influence the larger context.</p>
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Indicator	<p>Comprehensive Examination</p> <p>All of the students enrolled in the IL MA or MED program will pass the comprehensive examination. Faculty developed rubrics are used to evaluate students' responses to the various exam questions.</p>
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Criterion	<p>Score At Least A 2, Indicating "Pass."</p> <p>Students will be scored using a scale of 1 to 3, with 1 being "fail" and 2 being "pass" and 3 being "high pass."</p>
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Finding	<p>Comprehensive Examination Findings</p> <p>Reporting the student success rate for the 2010-2011 Comprehensive Exams: One hundred percent of the Instructional Leadership students scored at least a 2 on the comprehensive exam. Students tend to have difficulty with two areas under the IL comprehensive exam, and these are weaknesses we will address:</p> <ol style="list-style-type: none"> 1. Instructional Leadership 2. Research Methods
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Actions for Objective:

Action	<p>Comprehensive Exam Improvements</p> <p>To address the area of Instructional Leadership, we reviewed and revised two courses: Instructional Leadership and Leadership Development. Faculty will monitor the changes to make sure we are giving students the experiences and assignments that help them. In terms of research methods, we are focusing more on Action Research, but our students still need to be able to use general research methods, and we will be reviewing and revising that course for Fall 2011. In addition, we will create a review course/session and support document, to help the student better recall and demonstrate knowledge in the examination. This review session will coincide with the Supervision Practicum/Internship seminars.</p> <p>Beginning with Summer 2011 administration of the Comprehensive Examinations, students will take multiple-choice exams. Faculty created a multiple-choice exam with the assistance of an outside test</p>
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writer. It will also be an important task to match the test scenarios and questions to the appropriate ELCC standards.

Closing the Loops Summary

In summary, we are looking for continuous improvement, and we plan to collect data and use it to help us identify areas where we might improve. Faculty committees will study and make recommendations for both Comprehensive Exams and Internship Portfolios. Although the students have demonstrated success in their two culminating activities, there are areas for improvement. In both end-of-program assessments, the students need better guidance in the process and the product. Review sessions for the comprehensive exams will be put into place. In 2011-2012, we will begin to create master syllabi for the Instructional Leadership courses, and we will provide professors notes and tips for guiding students to make better connections between readings, assignments, and field work. For example, our program advisory group suggested we give site internship mentors some clear guidelines for what we expect of the students and ideas of activities they might assign to the intern. This will also help us in guiding students to make connections to all their course work and practice in real school settings.

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