

Department of Educational Leadership, Curriculum, and Foundations
ASSESSMENT PLAN

M.A. in Educational Leadership and Administration
Program: General Administration

SUBMITTED MAY 15, 2009

Department Mission

The Department is committed to providing excellent preparation in educational leadership, curriculum and foundations. The Department strives to balance theory with practice by offering appropriate field and hands-on experiences, as well as the highest possible caliber of academic programs, including the master's and doctoral programs. Our programs and faculty:

- **reflect a strong grounding in both educational theory and research**
- **develop student skills in critical thinking, reflective practice and applied research**
- **model effective administrative and teaching practices**
- **address issues prevalent in a pluralistic society**
- **collaborate with departments across the university, particularly at the doctoral level**
- **work in partnership with local, national and international educational organizations and assist in the development of effective and viable schools.**

General Administration Program Objectives

- A. To prepare individuals for educational administrative and supervisory positions at the middle management level.
- B. To prepare teachers to become effective elementary and secondary school administrators.

Student Outcomes

Graduates are educational leaders who promote the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship **of a** school or district vision of learning that is shared and supported by the school community.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairness, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

7. The students will 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.

Illinois Professional School Leader Standards

www.isbe.stateil.us/profprep/CASCDvr/pdfs/29100 ILprofschleader.pdf

***National Council for Accreditation of Teacher Education
Standards for Advanced programs in Educational leadership***

www.ncate.org/progrsmStandards.asp?ch=4

Assessments

Assessment Instruments**	Program Objectives*	Student Outcomes	Criteria
Illinois Certification Testing System (ICTS) # 186 Principal Endorsement ICTS Test Results (240 and above)	A, B	1,2,3,4,5,6	Unacceptable: below 240 Acceptable: 240 and above Target: above the state average
Comprehensive Exam	A, B	1,2,3,4,5,6	Unacceptable, Acceptable or Target levels of performance.
Budget Plan 537 0	A, B	3,4,5,6	Unacceptable, Acceptable or Target levels of performance.
University Supervisor's Evaluation	A, B	1,2,3,4,5,6	Unacceptable, Acceptable or Target levels of performance.
On-Site Supervisor's Evaluation	A, B	1,2,3,4,5,6	Unacceptable, Acceptable or Target levels of performance.
Professional Portfolio	A, B	1,2,3,4,5,6	Unacceptable, Acceptable or Target levels of performance.
Management and Community Relations Resource Guide 5310	A, B	1,2,4,5,6	Unacceptable, Acceptable or Target levels of performance

* Program objectives related to learning must be assessed. Link program objectives to appropriate outcomes and assessments.

** Beginning Spring 2009, all undergraduate programs must include graduation and first-year retention rates on trend data form (201C) as indirect assessment indicators.

*** Attach definitions of specific criteria for satisfactory performance. Assessments also must be reported on Form 201C.