

Executive Summary

Education Policy and Leadership M.Ed. in Educational Leadership

Program Evaluation Cohort 3 2011-12

Measures outlined in Appendix C of the original program proposal were conducted during the course of the third cohort's program. Data and summary statements are included in this program evaluation report. A three-year improvement plan is included to address perceived weaknesses in the program. All findings are limited because of the small sample size of 13 graduates and relatively low participation on some survey instruments. Additional follow-up data collection regarding student achievement on candidate campuses will take place one year after completion of the program. General findings include:

Section I: Student Admission and Progress Criteria (report pages 11-13):

Mid-Term Review: Grades were reviewed at mid-term in December 2011. All grades were within a range of A through B+.

Final GPA Descriptive Statistics

At the end of the program final grade point averages were compared. There was not much variability in grades among candidates. All were successful in course work. The mean GPA was 3.959.

Section II: Progress on Field Studies Assignments by Competency (report pages 13-15):

In this section, we report on students' progress in reaching mastery for each competency based on work completed in their field studies assignments. Each competency represented in an assignment is evaluated by two evaluators. We were able to calculate the mean mastery level at the end of each module for all application assignments conducted in the field for the group. On average, candidates achieved approximately 90% or greater mastery (range: 80.12-100%) on competencies aligned with application items in Field Studies assignments. Analysis of competency growth ranged from -2.64 percentage points to 5.97 percentage points. The data indicated continuous growth with little regression. The third cohort showed higher growth rates of mastery on the competencies than

Cohort 2 who had a range of 94.13-97.95 percent mastery. Cohort 2, however, had a higher base line percent of mastery than Cohort 3.

Section III-Progress on Field Studies Assignments by Performance Criteria (report pages 15-16):

In summary the results were mixed on the scoring criteria for field assignments. Surprisingly the greatest drop in mastery, -1.28 percentage points, came from criterion 1 which is the least rigorous criterion. The greatest gain was in the most challenging criterion, Integration of Literature, which showed a 12.01 percentage point gain. Perhaps students became lax in providing sufficient detail for the context of their assignments. There is also evidence of some inter-rater reliability problems among faculty members. Faculty members have voiced concern that the criteria don't always match the demands of the assignments, so scoring becomes somewhat contrived. The use of common criteria for scoring field projects needs to be evaluated in the three-year improvement plan.

Section IV-Candidate Program Perceptions (report pages 16-19):

In summary, review of data indicates a continuation of the previous trend of students having more opportunities to practice measured skills and knowledge than the previous cohort. The greatest differences between frequency of implementation of indicators and perception of preparation are seen on the larger organizational indicators (such as resource allocation and community needs assessment). Cohort 2 showed smaller discrepancies between preparation and opportunity to practice than Cohort 1, as well as a smaller range between the highest and lowest scores. Cohort 2 scores ranged from 0 to 1.28, a reduction in range of .15 from Cohort 1. For Cohort 3, the differences ranged from -.28-1.00. The range from the previous cohort is unchanged, but for the first time, an indicator emerged with a negative difference, and the largest difference was reduced significantly from 1.28 to 1.00. The indicator "Makes decisions based on evidence" yielded a difference of -.28, which on its face might be construed as an expression that students feel inadequately prepared in that area. However, it should be pointed out that all respondents felt that they were "sufficiently" or "very well" prepared in this area – the negative split seems to be more a product of an acute increase in opportunities for students to make evidence-based decisions. Budget management continues to be the area with the largest difference between preparation and opportunity to practice, but that difference continues to shrink.

Section V-Course Evaluations (report pages 19-20)

Course evaluations for 2011-12 included student ratings of 24 total courses across three semesters. In the table below are the average student ratings per semester. These numbers are on a 0 to 6 scale with 6 representing the highest score an instructor could receive from the students. Almost 100 percent of the students participated in the evaluation process. Ratings for individual courses cannot be reported because of confidentiality. Data indicates a high satisfaction level regarding course delivery. Note however, that course evaluations from Cohort 3 are overall lower than Cohort 2. The mean dropped from 5.18-4.94. The evaluations were internally more consistent with a standard deviation of only .46, whereas Cohort 2 had a standard deviation of .56.

Section VI: Mentor Survey Data Regarding the Program (report pages 20-21):

Response data from mentors indicates general satisfaction with the support from SMU for their tasks as mentors. Suggestions indicate ideas for improvement that will be reflected in the improvement plan.

Section VII: Self-evaluation of Competencies Data (report pages 21-22):

At the end of each module students summarized their experiences that helped them the most with mastery of competencies from each course. A comprehensive summary of this information is provided in Appendix E. Some observations on the self-evaluation instrument indicate there were some competencies that had fewer facilitating activities to improve mastery. It appears in contrast to Cohort 2, there were significantly more assignments that helped candidates master some of the competencies that were lacking practice opportunities. More practice on budget and finance in addition to more practice on safety and emergency procedures had been added according to our improvement plan.

Section VIII-State Certification Test Scores (report page 23):

In this section, we report scores of our candidates on the Texas Examinations of Educator Standards (TExES) Principal test. (See Table 11) The mean score was the same as Cohort 2. We did have one student fail to pass on the first test administration. He passed well above the required passing scaled score on the second attempt.

Section IX-Cohort Placements as of April 2013 (report page 24)

The following chart shows job placements for members of all 3 cohorts who have completed the program. While some have stayed in a teaching role, most of those are in teacher leadership positions.

Table 12. Cohort Placements

Cohort	Central Office	Assistant Principal	Principal	Coach/Instructional Support/Instructional Specialist - Campus Level	Classroom Teacher with leadership roles (Dept. Chair, CIP, etc.)	Education-related business or non-profit organization	Other
1 N=11	1	3	1		5		1 -Full-time parenting
2 N=22	1	5	2	4	5	2	1 – Volunteer position 1 – Full-time Ph.D. student 1 – SMU Outdoor Education Program Director
3 N= 13		5	1	3	4		1 (One teacher is also in a part-time Ph.D. program)

Section X-Three-year Improvement Plan (report pages 25-28):

A copy of the three-year improvement plan follows. The plan will be updated annually.

Table 13 Three-Year Improvement Plan * Indicates Completed Items

Improvement Target	Year for Implementation	Strategies for Improvement *Indicates Completed Items
Improve data analysis skills including determination of how instructional programs should be changed	2011-2012	<ul style="list-style-type: none"> • Continue to increase practice with data analysis in all academic leadership classes* • Design data simulations with the Teaching Trust staff to enhance data analysis skills and to increase practice with data interpretation skills including designing action plans for intervention
	2012-2013	<ul style="list-style-type: none"> • Continue to increase practice with data analysis in all academic leadership classes* • Design data simulations with the Teaching Trust staff to enhance data analysis skills and to increase practice with data interpretation skills including designing action plans for intervention Added emphasis on data driven instruction using Driven by Data. Designed our own simulations.* • Restructure the program to include strong components in the Urban Specialization program like participation in the Summer Workshop*
	2013-2014	<ul style="list-style-type: none"> • Plan and implement the first summer workshop and summer internship.

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Improve opportunities to practice new skills and knowledge in field placements	2011-2012	<ul style="list-style-type: none"> • Continue personal conferences, required 3 way conferences and observations in the field* • Invite mentors to campus for a follow-up training and luncheon at mid-year • Add a 2-3 day mentor training in the summer of 2013 in conjunction with plans for the new specialization in Urban School Leadership degree • Increase observations to 3 times per semester*
	2012-2013	<ul style="list-style-type: none"> • Continue personal conferences, required 3 way conferences and observations in the field* • Increase observations to 3 times per semester* • Invite mentors to campus for a follow-up training and luncheon at mid-year*
	2013-2014	<ul style="list-style-type: none"> • Invite mentors to campus for a follow-up training and luncheon at mid-year • Add a 2 day mentor training in the summer of 2013 in conjunction with plans for the new specialization in Urban School Leadership degree • Implement the summer workshop and internship which will involve the mentors
Add a greater emphasis in courses related to Competency 8 Budget and Scheduling	2011-2012	<ul style="list-style-type: none"> • Hired a consultant to present a scheduling workshop with simulation activities during EDU 6244* • Had guest speakers on Budgeting and working with Facilities Management in EDU 6244* • Continue activities listed above and begin design work on a Resource Management course to replace EDU 6244.
	2012-2013	<ul style="list-style-type: none"> • Replace EDU 6244 with EDU 6269 High Performing Operating Systems in 2013-2014 school year. Note: We decided to redesign EDU 6244 rather than incorporate this new course • Continue to add more study of resource management into EDU 6244 until the

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		replacement course comes into effect. See note above
	2013-2014	<ul style="list-style-type: none"> • Redesign EDU 6244 into a resource management course. • Increase budget information in EDU 6249 PE/Arts/CTE
Add a greater emphasis in courses related to competency 9 physical plant and safety	2011-2012	<ul style="list-style-type: none"> • Continue activities listed above and begin design work on a Resource Management course to replace EDU 6244
	2012-2013	<ul style="list-style-type: none"> • Replace EDU 6244 with EDU 6269 High Performing Operating Systems in 2013-2014 school year. <i>Note: We decided to not use this course, but to redesign EDU 6244</i>
	2013-2014	<ul style="list-style-type: none"> • Redesign EDU 6244 into a resource management course and add more facility management content. • Increase facility information in EDU 6249 PE/Arts/CTE • Evaluate content on Crisis Planning and Safety including social/emotional learning in EDU 6254 Student Services.
Raise Admission requirements per faculty reflection	2011-2012	<ul style="list-style-type: none"> • Modify GRE Requirements to match the new test* • For the GRE taken prior to August 1, 2011: Preferred scores are 500 or higher for Quantitative Reasoning, 500 or higher for Verbal Reasoning, and 4.5 or higher for Analytical Writing. For the GRE taken after August 1, 2011: Preferred scores are 144 or higher for Quantitative Reasoning, 153 or higher for Verbal Reasoning, and 4.5 or higher for Analytical Writing.

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	2012-2013	<ul style="list-style-type: none"> • Participate in the Assessment Center Selection process designed by the Teaching Trust. Note: We decided to streamline the selection process developed by the Teaching Trust and use a behavioral interview model, because of time and personnel costs.
	2013-2014	<ul style="list-style-type: none"> • Implement and refine the new assessment process for selection of candidates. • Continue a more personalized marketing approach for the program.
Merge Program with Key Components of the M.Ed. in Educational Leadership with a Specialization in Urban School Leadership	2012-2013	<ul style="list-style-type: none"> • Integrate the selected Teaching Trust Competencies into the 1-year program • Participate in the Assessment Center Selection process designed by the Teaching Trust. Note: We decided to streamline the selection process developed by the Teaching Trust and use a behavioral interview model, because of time and personnel costs. • Participate in the Summer Workshop and Summer Internship experience during the first summer of the program with Urban Specialization students* • Participate in Mentor training opportunities and Institutes for practicing principals to be designed by the Teaching Trust* • Share funding with the urban program to bring in cutting edge consultants to vet curriculum and to present to mentors and students. • Increase the use of performance assessments against the Teaching Trust Competencies as well as the SBEC Competencies.
	2013-2014	<ul style="list-style-type: none"> • Refine scoring criteria for assessments and projects to incorporate selected Teaching Trust competencies • Share funding with the urban program to bring in cutting edge consultants to vet curriculum and to present to mentors and students. • Evaluate the first summer workshop and internship for refinements • Evaluate effectiveness of competencies we selected for the behavior based interviews used in selecting candidates

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Evaluation and Assessment Design:

The Evaluation and Assessment Plan presented in Table 1 summarizes assessment criteria and procedures for each program outcome/objective. This information was presented in Appendix C of the original program proposal. As of February 1, 2013, data from the following measures have been analyzed: Grade reports, course and instructor evaluations, field application assignments analyzed by competency addressed and performance criteria, self-assessment of competencies, program perception and graduate satisfaction survey data, mentor survey data relevant to individual candidates and perceptions of the program, final certification exam scores, and program GPA for each candidate. Surveys to be conducted later in the first year post-graduation time period include the Job Retention Survey, the Employer Satisfaction Survey, and the measurement of program impact on student achievement at the graduate's campus of employment.

Table 1.

Appendix C. **EVALUATION AND ASSESSMENT**

Educational Leadership Program

Expanded Statement of Institutional Purpose	Departmental/Program Intended Outcomes/Objectives	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p>Mission Statement:</p> <p>The mission of the SMU graduate program in Educational Leadership is to improve significantly P-12 student performance by enhancing the effectiveness of public school leaders.</p> <p>Goal Statements:</p> <p>The SMU Program in Educational Leadership is designed</p>	<p>Upon completion of this program, graduates will be able to:</p> <ul style="list-style-type: none"> • Facilitate development, articulation, implementation, and stewardship of a positive school culture and vision of learning that is shared and supported by the school community. • Create meaningful and sustained partnerships with parents, community organizations and other stakeholders to respond to diverse interests and needs, and mobilize resources to promote student success and continuous school improvement. • Act with integrity, equity, and in an ethical and legal manner. • Understand, respond to, and influence the larger political, social, economic, legal, and cultural context for the purpose of improving achievement for all students. • Establish and support a vision that sets a clear direction for the school, and reflects a dual 	<p>Internal and indirect sources of assessment data:</p> <ul style="list-style-type: none"> • Midterm course evaluation • Faculty evaluation • Graduate satisfaction survey • SMU post-graduate self-evaluation survey <p>Internal and direct sources of assessment data:</p> <ul style="list-style-type: none"> • Curriculum embedded assessments 	<p>See Section I</p> <p>See Section VI</p> <p>See Section V</p> <p>See Section VIII</p> <p>See Section I</p> <p>See Section</p>	<p>See action plan in Section IX</p>

<p>to provide graduate students with the essential knowledge, skills, and abilities to become transformational leaders who exemplify instructional leadership, school and community leadership, and administrative leadership for the primary purpose of improving P-12 student learning and achievement.</p> <p>In achieving this goal, the program ensures:</p> <ul style="list-style-type: none"> • Everything taught to graduate students must be applied rapidly through assignments and formal applications in schools and 	<p>focus on the quality of learning of students and on the quality of the work of the school on their behalf.</p> <ul style="list-style-type: none"> • Lead the school community in using data-based decision-making and research-based assessment and instruction to meet goals that are aligned with the school’s vision for learning and standards for student achievement. • Develop and promote a learning agenda focused on student learning, professional learning, and organizational learning to inform the design and the development of goals and plans for achieving the vision of the school. • Facilitate the selection, use, and integration of technology and information systems to enhance teaching and learning; prepare all learners to experience success in a complex, global society, and support overall, continuous improvement in the school and its organization. • Ensure a safe, orderly, and effective learning environment and system where students can excel in their learning. • Apply principles of effective leadership and management in relation to identification, selection, and implementation of new programs, budgeting, personnel, resource utilization, and technology for the purpose of improving student achievement. • Apply local, state, and federal laws and policies to support sound decision-making that impacts 	<ul style="list-style-type: none"> • Midterm Exam • Final exam • GPA • Rubric assessing field studies assignments • Self-assessment rubric • Rubric assessing portfolio • Assessment of comprehensive problem solving project • Rubric assessment of cohort participation • Value-Added Data <p>External and indirect sources of assessment data:</p> <ul style="list-style-type: none"> • Mentor satisfaction survey • Program Chair review • Dean’s review <p>External and direct sources of assessment data:</p> <ul style="list-style-type: none"> • Evaluation of trends in 	<p>II</p> <p>Section III</p> <p>To Be collected in Summer 2013</p> <p>See Section VII</p> <p>To be collected June 2013 See section IX To be collected June 2013</p>	
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<p>classrooms.</p> <ul style="list-style-type: none"> • Everything taught must be measurable. • All content provided to graduate students must be supported by the most current scientific research. • The continuous acquisition of assessment data must serve as the foundation for all changes and improvements. 	<p>student learning.</p>	<p>graduate job retention</p> <ul style="list-style-type: none"> • Rubric assessing field studies • Scores on state and national examinations • Program value-added impact on p-12 student learning and achievement 		
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Section I: Student Admission and Progress Criteria

Information reported in this section identifies the criteria by which we admitted students and monitored their progress throughout the program. First, in Table 2 we report the criteria used for student admissions and student progress reviews. This section of the report consists of the original selection and monitoring criteria proposed for the program. Additionally, we document the results from the mid-term review of student progress as well as the final evaluation of the students' grade point averages (GPA). (see Table 3)

Table 2 reflects criteria for student performance variables at admission and throughout the program.

Transition Point	Objective of Transition	Criteria
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1	Admission to the Program	<ul style="list-style-type: none"> • Candidates must have a 3.0 GPA in their undergraduate degree program • Candidates must have at least 2 years teaching experience in a public, private and/ or charter school • Candidates must demonstrate evidence of a leadership role in their school position. • Candidates must provide an acceptable admission essay that measures dispositions essential to success as a school principal • Scores from the verbal, quantitative, and analytical writing sections of the Graduate Record Exam (GRE), taken within the last five years. For the GRE taken prior to August 1, 2011: Preferred scores are 500 or higher for Quantitative Reasoning, 500 or higher for Verbal Reasoning, and 4.5 or higher for Analytical Writing. For the GRE taken after August 1, 2011: Preferred scores are 144 or higher for Quantitative Reasoning, 153 or higher for Verbal Reasoning, and 4.5 or higher for Analytical Writing.
2	7 Week Review of Student Performance	<ul style="list-style-type: none"> • Review of Student's GPA • Review of Portfolio Entries <p>Review of Candidate participation in classroom and cohort discussions and projects by faculty, peers, and self</p>
3	Program Completion Review	<ul style="list-style-type: none"> • Review of the cumulative quality of candidate Portfolio entries • Performance on school based projects • Cohort participation throughout the entire program • Final grades in each class

Mid-term Review and Final GPA

Mid-Term Review: Grades were reviewed at mid-term in December 2011. All grades were within a range of A through B+.

Final GPA Descriptive Statistics

At the end of the program final grade point averages were compared. There was not much variability in grades among candidates. All were successful in course work. Descriptive statistics include:

Table 3. Grade Point Average Statistics (3rd cohort)

Mean GPA N=13	3.959
Standard Deviation	0.07
Median GPA	3.986
Mode	3.986 There were six GPA's of 4.0
Range 4.0-3.795	0.205

In summary, all students had sufficient grade point averages to complete the program. There was a larger range between the highest and lowest GPA for Cohort 3, but the difference would not be considered significant.

Section II: Progress on Field Studies Assignments by Competency

In this section, we report on students' progress in reaching mastery for each competency based on work completed in their field studies assignments. Each competency represented in an assignment is evaluated by two evaluators. We were able to calculate the mean mastery level at the end of each module for all application assignments conducted in the field for the group. On average, candidates achieved approximately 90% or greater mastery (range: 80.12-100%) on competencies aligned with application items in Field Studies assignments. Analysis of competency growth ranged from -2.64 percentage points to 5.97 percentage points. The data indicated continuous growth with little regression. The third cohort showed higher growth rates of mastery on the competencies than

Cohort 2 who had a range of 94.13-97.95 percent mastery. Cohort 2, however, had a higher base line percent of mastery than Cohort 3.

As depicted in Table 4, certain competencies were not relevant to specific modules. Thus, there is an uneven reporting of competency mastery over time. A copy of the scoring rubric is found in Appendix A.

Table 4. Chart of Progress on Competencies Cohort 3 Summary Data Fall Module A through End of Program

<i>Competency</i>	<i>Percent Mastery Fall Module A</i>	<i>Percent Mastery Fall Module B</i>	<i>+/-</i>	<i>Percent Mastery Spring Module A</i>	<i>+/-</i>	<i>Percent Mastery Spring Module B</i>	<i>+/-</i>	<i>Percent Mastery Summer 1</i>	<i>+/-</i>	<i>Portfolio including Case Study and Final Project</i>	<i>+/- Fall --End of Program</i>
<i>Competency 1- Shape Campus Culture</i>	90.38	91.35	+97	NA	NA	91.00	-35	94.84	+3.84	96.35	+5.97
<i>Competency 2- Communicate and Collaborate</i>	89.58	NA	NA	NA	NA	98.46	+8.88	95.82	-2.64	98.08	+8.5
<i>Competency 3- Integrity, fairness, ethical, legal</i>	NA	95.38	NA	99.52	3.94	99.23	-.29	NA	NA	99.23	+3.85
<i>Competency 4- Design and implement curricula and strategic plans</i>	95	80.38	-14.62	NA	NA	98.27	NA	NA	NA	99.42	+4.42

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<i>Competency 5- Advocate, support and sustain instructional programs</i>	95.77	90.38	-5.39	93.05	+2.67	97.12	+4.07	NA	NA	99.36	+3.59
<i>Competency 6- Improve performance of all staff</i>	NA	NA	NA	93.62	NA	NA	NA	NA	NA	99.42	+5.8
<i>Competency 7- Apply organizational, decision-making and problem-solving</i>	96.15	96.92	+77	95.32	-1.6	99.62	+4.3	NA	NA	99.62	+3.47
<i>Competency 8- Resource management</i>	NA	96.15	NA	93.08	NA	NA	NA	NA	NA	99.42	+3.27
<i>Competency 9- Physical plant and support for safe environment</i>	98.85	NA	NA	98.43	NA	NA	NA	NA	AN	100	+1.15

In summary, students made progress over time in demonstrating mastery of the competencies addressed in individual field assignments. Some competencies were assessed more often than others which may indicate a need for more balanced assessment of competencies across application assignments. The Year-long Case Study and Final Project mastery levels were above the 96% level of mastery which may indicate the students developed the ability to demonstrate their mastery of competencies on cumulative project. This is a positive outcome. Competency 9, related to Safety, Facilities, Scheduling, Budget and other organizational management

tasks, was assessed fewer times than most competencies. This indicates that more attention might need to be given to Competency 9 in the program curriculum. Also more time needs to be given to Competency 7, decision-making and Competency 8, resource management.

Section III-Progress on Field Studies Assignments by Performance Criteria

Table 5. Chart of Progress on Performance Criteria Cohort 3 from Fall 2011 Module A to End of Program

Criterion	Percent Mastery Fall Module A	Percent Mastery Fall Module B	+/-	Percent Mastery Spring Module A	+/-	Percent Mastery Spring Module B	+/-	Percent Mastery Summer 1	+/-	Percent Mastery Portfolio Including Case Study and Final Project	+/- Fall -End of Program
Description of Context	100	99.36	.64	96.63	3.13	99.76	-2.32	97.44	1.28	98.72	-1.28
Evaluation of Context	99.01	99.68	.67	96.09	3.19	99.28	-1.7	97.58	1.78	99.36	.35
Selection of Literature	89.74	86.22	-3.52	94.91	4.13	99.04	-3.22	95.82	3	98.82	9.08
Integration of Literature	86.92	84.46	-2.46	93.99	2.46	96.63	-.24	96.39	2.54	98.93	12.01
Professional Presentation	93.91	90.04	-3.87	93.27	4.57	97.84	-8.9	88.94	9.88	98.82	6.91

In summary the results were mixed on the scoring criteria for field assignments. Surprisingly the greatest drop in mastery, -1.28 percentage points, came from criterion 1 which is the least rigorous criterion. The greatest gain was in the most challenging criterion, Integration of Literature, which showed a 12.01 percentage point gain. Perhaps students became lax in providing sufficient detail for the context of their assignments. There is also evidence of some inter-rater reliability problems among faculty members. Faculty

members have voiced concern that the criteria don't always match the demands of the assignments, so scoring becomes somewhat contrived. The use of common criteria for scoring field projects needs to be evaluated in the 3 year improvement plan.

Section IV: Candidate Program Perceptions

In this section, we report survey results of candidates' satisfaction with the program. We measured candidates' perceptions of their preparation to carry out essential leadership tasks; results are presented in Table 8. A copy of the survey is found in Appendix B.

Table 8. Program Perception Survey Results

Rated Statements-7 of 22 responded Scores were based on a 4 point scale	How often do you...? (Scale ranged from 1 Never to 4 Weekly) Average Scores	How Prepared are you to...? (Scale Ranged from 1 Not Prepared to 4 Very Prepared) Average Scores	Difference...
Formatively evaluate teachers' and educators' content knowledge, skills, and professional practices	3.43	3.43	0
Support development of teachers' and educators' content knowledge, skills, and professional practices	3.57	3.86	0.29
Identify and evaluate evidence-based professional development	2.86	3.43	.57
Make decisions based on evidence	3.71	3.43	-.28
Analyze students' needs using assessment data	3.43	3.86	.43

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Differentiate instruction on the basis of data	3.43	3.71	0.28
Identify sources of evidence to determine trustworthiness of instructional practices	2.86	3.00	0.14
Evaluate trustworthiness of the evidence to make decisions	2.86	3.29	0.43
Determine applicability of practices based on students' characteristics	3.14	3.14	0
Determine applicability of practices based on organizational characteristics	3.29	3.29	0
Integrate multiple sources of data from organizational factors to make	2.86	3.29	0.43
Integrate multiple sources of data from student achievement indicators to make system-level decisions	2.86	3.43	0.57
Identify and evaluate organizational change strategies	2.86	3.43	0.57
Analyze outcomes of organizational changes	2.43	3.43	0.71
Conduct a needs assessment to determine stakeholders interests and appropriate strategies	2.00	3.14	1.00

for full community collaboration			
Allocate sufficient resources (budget, staff, time etc.) to support an intervention on the basis of needs identified through systematic evaluation.	2.28	3.00	.72

In summary, review of data indicates a continuation of the previous trend of students having more opportunities to practice measured skills and knowledge more than the previous cohort. The greatest differences between frequency of implementation of indicators and perception of preparation are seen on the larger organizational indicators (such as resource allocation and community needs assessment). Cohort 2 showed smaller discrepancies between preparation and opportunity to practice than Cohort 1, as well as a smaller range between the highest and lowest scores. Cohort 2 scores ranged from 0 to 1.28, a reduction in range of .15 from Cohort 1. For Cohort 3, the differences ranged from -.28-1.00. The range from the previous cohort is unchanged, but for the first time, an indicator emerged with a negative difference, and the largest difference was reduced significantly from 1.28 to 1.00. The indicator “Makes decisions based on evidence” yielded a difference of -.28, which on its face might be construed as an expression that students feel inadequately prepared in that area. However, it should be pointed out that all respondents felt that they were “sufficiently” or “very well” prepared in this area – the negative split seems to be more a product of an acute increase in opportunities for students to make evidence-based decisions. Budget management continues to be the area with the largest difference between preparation and opportunity to practice, but that difference continues to shrink.

The data indicate that field experiences still need to be structured to allow students to practice skills with more frequency in the field, and that in particular, students need more opportunities to practice skills at the organizational level. It appears that students generally felt prepared to execute certain indicators, but did not always get the opportunity to implement skills acquired in the program as they relate to budgeting and personnel development. Creating more opportunities for students to interact with teachers in a leadership role regarding instructional practices continues to be a target area in our fieldwork. Student responses indicate that they are given frequent opportunities to use data to make instructional decisions – and that they feel adequately prepared to do so. However, the frequency

with which students are being called upon to make data driven decisions underscores the importance of continuing to emphasize the importance of working with students to bring data into practice.

Section V: Course Evaluations

Course evaluations for 2011-12 included student ratings of 24 total courses across three semesters. In the table below are the average student ratings per semester. These numbers are on a 0 to 6 scale with 6 representing the highest score an instructor could receive from the students. Almost 100 percent of the students participated in the evaluation process. Ratings for individual courses cannot be reported because of confidentiality. Data indicates a high satisfaction level regarding course delivery. Note however, that course evaluations from Cohort 3 are overall lower than Cohort 2. The mean dropped from 5.18-4.94. The evaluations were internally more consistent with a standard deviation of only .46, whereas Cohort 2 had a standard deviation of .56.

Table 9. Course Evaluations

	Mean	Median	SD	Courses
Fall 2011	5.05	5.06	0.33	8
Spring 2012	4.91	5.04	0.39	10
Summer 2012	4.87	5.16	0.67	6
Average	4.94	5.08	.46	24

Section VI: Mentor Survey Data Regarding the Program (N=5):

In this section, we describe data obtained from the candidates' mentors regarding their perception of the program. Mentors participated in two surveys, one about program components listed in Table 9 and a survey on the progress of individual candidate progress. No comments are reported in the individual survey to protect student confidentiality. Individual survey scores are reported in Table 10. See copies of survey questions in Appendix C and D.

Table 10. Mentor Program Survey Data (N=5).

Question	1(low)	2	3	4(high)
Materials were clear and helpful in planning activities			40%	60%
Clinical faculty provided professional and timely assistance and support			40%	60%
Your responsibilities were reasonable and attainable			40%	60%
The sequence of assigned tasks was appropriate			60%	40%
Strengths of the Program (Individual Comments from Mentors)				
Structured, well-defined expectations; clinical faculty members who are supportive				
The requirements for presenting on site training and interviewing key personnel in the district was very beneficial				
Experienced leaders working with students				
Provides a broad range of perspective				
Weaknesses of the Program (Individual Comments from Mentors)				
Not sure of any				
Difficulty in implementation of the actual internship portion if the student is a full time teacher – a full-time teacher’s schedule creates many conflicts, etc.				

None noted				
Suggestions for Improvement (Individual Comments from Mentors)				
Students should already serve in campus leadership roles prior to acceptance into the programs				

Response data from mentors indicates general satisfaction with the support from SMU for their tasks as mentors. Suggestions indicate ideas for improvement that will be reflected in the improvement plan.

Section VII: Self-evaluation of Competencies Data (See Appendix E)

At the end of each module students summarized their experiences that helped them the most with mastery of competencies from each course. A comprehensive summary of this information is provided in Appendix E. Some observations on the self-evaluation instrument indicate there were some competencies that had fewer facilitating activities to improve mastery. It appears in contrast to Cohort 2, there were significantly more assignments that helped candidates master some of the competencies that were lacking practice opportunities. More practice on budget and finance in addition to more practice on safety and emergency procedures had been added according to our improvement plan.

Section VIII: State Certification Test Scores:

In this section, we report scores of our candidates on the Texas Examinations of Educator Standards (TExES) Principal test. (See Table 11) The mean score was the same as Cohort 2. We did have one student fail to pass on the first test administration. He passed well above the required passing scaled score on the second attempt.

Table 11. Results of TExES Certification Test

Passing Scaled Score N= 13	240
Mean Scaled Score	259

Section IX-Cohort Placements as of April 2013

The following chart shows job placements for members of all 3 cohorts who have completed the program. While some have stayed in a teaching role, most of those are in teacher leadership positions.

Table 12. Cohort Placements

Cohort	Central Office	Assistant Principal	Principal	Coach/Instructional Support/Instructional Specialist - Campus Level	Classroom Teacher with leadership roles (Dept. Chair, CIP, etc.)	Education-related business or non-profit organization	Other
1 N=11	1	3	1		5		1 -Full-time parenting
2 N=22	1	5	2	4	5	2	1 – Volunteer position 1 – Full-time Ph.D. student 1 – SMU Outdoor Education Program Director
3 N= 13		5	1	3	4		1 (One teacher is also in a part-time Ph.D. program)

Section X: Improvement Plan

The data summarized above indicate programmatic strengths and weaknesses. We exercise caution in interpreting these data because of limited sample size. Be that as it may, the data do indicate what we consider to be reliable indicators of how we can improve program components. We outline a three-year improvement plan to address these areas of program improvements (see Table 12).

Table 13. Three-Year Improvement Plan * Indicates Completed Items

Improvement Target	Year for Implementation	Strategies for Improvement *Indicates Completed Items
Improve data analysis skills including determination of how instructional programs should be changed	2011-2012	<ul style="list-style-type: none"> • Continue to increase practice with data analysis in all academic leadership classes* • Design data simulations with the Teaching Trust staff to enhance data analysis skills and to increase practice with data interpretation skills including designing action plans for intervention
	2012-2013	<ul style="list-style-type: none"> • Continue to increase practice with data analysis in all academic leadership classes* • Design data simulations with the Teaching Trust staff to enhance data analysis skills and to increase practice with data interpretation skills including designing action plans for intervention See note: • <i>Added emphasis on data driven instruction using <u>Driven by Data</u>. Designed our own simulations.*</i> • Restructure the program to include strong components in the Urban Specialization program like participation in the Summer Workshop*

	2013-2014	<ul style="list-style-type: none"> • Plan and implement the first summer workshop and summer internship.
Improve opportunities to practice new skills and knowledge in field placements	2011-2012	<ul style="list-style-type: none"> • Continue personal conferences, required 3 way conferences and observations in the field* • Invite mentors to campus for a follow-up training and luncheon at mid-year • Add a 2-3 day mentor training in the summer of 2013 in conjunction with plans for the new specialization in Urban School Leadership degree • Increase observations to 3 times per semester*
	2012-2013	<ul style="list-style-type: none"> • Continue personal conferences, required 3 way conferences and observations in the field* • Increase observations to 3 times per semester* • Invite mentors to campus for a follow-up training and luncheon at mid-year*
	2013-2014	<ul style="list-style-type: none"> • Invite mentors to campus for a follow-up training and luncheon at mid-year • Add a 2 day mentor training in the summer of 2013 in conjunction with plans for the new specialization in Urban School Leadership degree • Implement the summer workshop and internship which will involve the mentors
Add a greater emphasis in courses related to Competency 8 Budget and Scheduling	2011-2012	<ul style="list-style-type: none"> • Hired a consultant to present a scheduling workshop with simulation activities during EDU 6244* • Had guest speakers on Budgeting and working with Facilities Management in EDU 6244* • Continue activities listed above and begin design work on a Resource Management course to replace EDU 6244.

	2012-2013	<ul style="list-style-type: none"> • Replace EDU 6244 with EDU 6269 High Performing Operating Systems in 2013-2014 school year <i>Note: We decided to redesign EDU 6244 rather than incorporate this new course</i> • Continue to add more study of resource management into EDU 6244 until the replacement course comes into effect. <i>See note above</i>
	2013-2014	<ul style="list-style-type: none"> • Redesign EDU 6244 into a resource management course. • Increase budget information in EDU 6249 PE/Arts/CTE
Add a greater emphasis in courses related to competency 9 physical plant and safety	2011-2012	<ul style="list-style-type: none"> • Continue activities listed above and begin design work on a Resource Management course to replace EDU 6244
	2012-2013	<ul style="list-style-type: none"> • Replace EDU 6244 with EDU 6269 High Performing Operating Systems in 2013-2014 school year <i>Note: We decided to not use this course, but to redesign EDU 6244</i>
	2013-2014	<ul style="list-style-type: none"> • Redesign EDU 6244 into a resource management course and add more facility management content. • Increase facility information in EDU 6249 PE/Arts/CTE • Evaluate content on Crisis Planning and Safety including social/emotional learning in EDU 6254 Student Services.
Raise admission requirements per faculty reflection	2011-2012	<ul style="list-style-type: none"> • Modify GRE Requirements to match the new test* • For the GRE taken prior to August 1, 2011: Preferred scores are 500 or higher for Quantitative Reasoning, 500 or higher for Verbal Reasoning, and 4.5 or higher for Analytical Writing. • For the GRE taken after August 1, 2011: Preferred scores are 144 or higher for Quantitative Reasoning, 153 or higher for Verbal Reasoning, and 4.5 or higher for Analytical Writing.

	2012-2013	<ul style="list-style-type: none"> • Participate in the Assessment Center Selection process designed by the Teaching Trust. Note: We decided to streamline the selection process developed by the Teaching Trust and use a behavioral interview model, because of time and personnel costs.
	2013-2014	<ul style="list-style-type: none"> • Implement and refine the new assessment process for selection of candidates. • Continue a more personalized marketing approach for the program.
Merge Program with Key Components of the M.Ed. in Educational Leadership with a Specialization in Urban School Leadership	2012-2013	<ul style="list-style-type: none"> • Integrate the selected Teaching Trust Competencies into the 1-year program • Participate in the Assessment Center Selection process designed by the Teaching Trust Note: We decided to streamline the selection process developed by the Teaching Trust and use a behavioral interview model, because of time and personnel costs. • Participate in the Summer Workshop and Summer Internship experience during the first summer of the program with Urban Specialization students* • Participate in Mentor training opportunities and Institutes for practicing principals to be designed by the Teaching Trust* • Share funding with the urban program to bring in cutting edge consultants to vet curriculum and to present to mentors and students. • Increase the use of performance assessments against the Teaching Trust Competencies as well as the SBEC Competencies.
	2013-2014	<ul style="list-style-type: none"> • Refine scoring criteria for assessments and projects to incorporate selected Teaching Trust competencies • Share funding with the urban program to bring in cutting edge consultants to vet curriculum and to present to mentors and students. • Evaluate the first summer workshop and internship for refinements • Evaluate effectiveness of competencies we selected for the behavior based interviews used in selecting candidates

Appendices pages 30-72

Field Studies Rubric-EDU 6246 Math/Science Part 1

	No Evidence	Well Below Expectation	Below Expectation	Meets Expectations	Exceeds Expectations	Score/Level
Competency 001-Shape campus culture Description of context • Who • What • When • Where • How	Criteria was not addressed.	Criterion was minimally addressed. Insufficient details are provided to illustrate the criterion. Evaluations are not justified. Literature base is not appropriate.	Criterion was marginally addressed. Minimal details are provided. Evaluations are minimally justified. Literature base is marginally appropriate.	Criterion was adequately addressed. Details are provided. Evaluations are justified. Literature base is adequate.	Criterion was superiorly addressed. Ample details are provided to illustrate the criterion. Evaluations are thoroughly justified. Literature base is appropriate.	
Competency 001-Shape campus culture Critical evaluation of context • Comparison between current context and optimal practices based on analysis of EPL course content	Criteria was not addressed.	Criterion was minimally addressed. Insufficient details are provided to illustrate the criterion. Evaluations are not justified. Literature base is not appropriate.	Criterion was marginally addressed. Minimal details are provided. Evaluations are minimally justified. Literature base is marginally appropriate.	Criterion was adequately addressed. Details are provided. Evaluations are justified. Literature base is adequate.	Criterion was superiorly addressed. Ample details are provided to illustrate the criterion. Evaluations are thoroughly justified. Literature base is appropriate.	
Competency 001-Shape campus culture Selection of literature base for drawing conclusions • Appropriately designed research that matches objective to make the inferences that are intended	Criteria was not addressed.	Criterion was minimally addressed. Insufficient details are provided to illustrate the criterion. Evaluations are not justified. Literature base is not appropriate.	Criterion was marginally addressed. Minimal details are provided. Evaluations are minimally justified. Literature base is marginally appropriate.	Criterion was adequately addressed. Details are provided. Evaluations are justified. Literature base is adequate.	Criterion was superiorly addressed. Ample details are provided to illustrate the criterion. Evaluations are thoroughly justified. Literature base is appropriate.	
Competency 001-Shape campus culture Integration of literature base to justify conclusions • Analysis of research outcomes as it supports or refutes the intended evaluation or conclusion	Criteria was not addressed.	Criterion was minimally addressed. Insufficient details are provided to illustrate the criterion. Evaluations	Criterion was marginally addressed. Minimal details are provided. Evaluations are minimally justified.	Criterion was adequately addressed. Details are provided. Evaluations are justified. Literature base is	Criterion was superiorly addressed. Ample details are provided to illustrate the criterion. Evaluations are thoroughly	

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Field Studies Rubric-EDU 6246 Math/Science Part 1 - Print View

<http://rubric.taskstream.com/rubric/print.asp?qyz=Lmj7GC4X13Vkl...>

<p>Competency 001-Shape campus culture Professional presentation • Preparation of material is appropriate for intended audience and conforms to professional standards in language, presentation, content, format, etc</p>	<p>Criteria was not addressed.</p>	<p>Criterion was minimally addressed. Insufficient details are provided to illustrate the criterion. Evaluations are not justified. Literature base is not appropriate.</p>	<p>Criterion was marginally addressed. Minimal details are provided. Evaluations are minimally justified. Literature base is marginally appropriate.</p>	<p>Criterion was adequately addressed. Details are provided. Evaluations are justified. Literature base is adequate.</p>	<p>Criterion was superiorly addressed. Ample details are provided to illustrate the criterion. Evaluations are thoroughly justified. Literature base is appropriate.</p>	
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Appendix B

Graduates' Program Perception Survey
 2009-2010

Please rate each of the following in terms of how often you do each task and how prepared you feel to do each task. (Circle one number per section for each item.)								
	How often do you...				How prepared are you to...			
	Never	Annually	Monthly	Weekly	Not	Somewhat	Sufficiently	Very
Formatively evaluate teachers' and educators' content knowledge, skills, and professional practices	1	2	3	4	1	2	3	4
Support development of teachers' and educators' content knowledge, skills, and professional practices	1	2	3	4	1	2	3	4
Identify and evaluate evidence-based professional development	1	2	3	4	1	2	3	4
Make decisions based on evidence	1	2	3	4	1	2	3	4

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Analyze students' needs using assessment data	1	2	3	4	1	2	3	4
Differentiate instruction on the basis of data	1	2	3	4	1	2	3	4
Identify sources of evidence to determine trustworthiness of instructional practices	1	2	3	4	1	2	3	4
Evaluate trustworthiness of the evidence to make decisions	1	2	3	4	1	2	3	4
Determine applicability of practices based on students' characteristics	1	2	3	4	1	2	3	4
Determine applicability of practices based on organizational characteristics	1	2	3	4	1	2	3	4
Integrate multiple sources of data from organizational factors to make system-level decisions	1	2	3	4	1	2	3	4
Integrate multiple sources of data from student achievement indicators to make system-level decisions	1	2	3	4	1	2	3	4
Identify and evaluate organizational change strategies	1	2	3	4	1	2	3	4
Analyze outcomes of organizational	1	2	3	4	1	2	3	4

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changes		
Conduct a needs assessment to determine stakeholders interests and appropriate strategies for full community collaboration	1 2 3 4	1 2 3 4
Allocate sufficient resources (budget, staff, time etc.) to support an intervention on the basis of needs identified through systematic evaluation.	1 2 3 4	1 2 3 4

1. What other leadership tasks do you do on a weekly basis?
2. How prepared are you to do those leadership tasks?
3. Are there other leadership tasks you feel prepared to do?
4. Are there other leadership tasks you feel unprepared to do?
5. How could we improve your preparation?

Appendix C Mentor Program Evaluation

Mentor Program Evaluation

1. The materials provided by SMU were clear and helpful in planning internship activities.
2. The clinical faculty member assigned to your candidate provided appropriate assistance and support.
3. Your responsibilities as a mentor were clear and attainable
4. The sequence of assigned tasks from the program was appropriate
5. When compared to your own internship program or other programs you have helped supervise, the design of the SMU program has the following:

Strengths

Weaknesses

6. Suggestions you would share for improving the SMU M.Ed. in Educational Leadership internship program include:

Appendix D Mentor Evaluation of Individual Candidate

Midpoint and Final Review by Mentor

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Candidate Name _____

Mentor Name _____

School _____

Date _____

Based on your interaction with the candidate during the internship experience, please evaluate the candidate on the following questions.

1. The candidate has shown progress in developing leadership skills.

1 2 3 4

2. The candidate took initiative to engage in internship tasks beyond class assignments.

1 2 3 4

3. The candidate cooperated in completing internship tasks assigned by the mentor.

1 2 3 4

4. The candidate approached tasks with a professional attitude.

1 2 3 4

5. Describe areas in which the candidate was successful. Consider his/her knowledge and skills in organizational factors affecting student achievement, academic factors affecting student achievement, and use of data/evidence to make decisions.
6. Describe areas in which the candidate could benefit from additional practice.
7. Suggestions for improving the experiences and/or structure of the internship experience include:

Appendix E

SBEC STANDARDS - SUMMATIVE MATRIX

At the conclusion of each module, students will document the competencies which have been addressed in each course. Many of the competencies will be addressed in multiple courses.

DOMAIN I—SCHOOL COMMUNITY LEADERSHIP

Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

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Elements	Indicators (The beginning principal knows how to:)	Courses	Assignments/Activities
Climate for learning	a. create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.	6240 6246 6246 6254 6248 6391 6393 6394	14 th Amendment-Inclusion of students Be the expert assignment Struggling learners & Assessment practices Shadowing Paper WL & SS interviews Field Studies Final Project
Collaboration and inclusion	b. ensure that parents and other members of the community are an integral part of the campus culture.	6241 6244 6245 6254 6248 6391	Year-long initiative All stakeholders have a say in facilities All assignments Shadowing Paper WL & SS interviews Field Studies, discovery box, research articles, community involvement plan

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		6393	Final Project
		6394	
Collaboration and inclusion	c. implement strategies to ensure the development of collegial relationships and effective collaboration.	6261	Year-long initiative
		6244	All stakeholders have a say in facilities
		6245	All assignments
		6241	OCI
		6254	Shadowing Paper
		6248	WL & SS interviews
		6391	Field Studies, discovery box, research articles, community involvement plan
		6393	Final Project
		6394	
Needs assessment	d. respond appropriately to diverse needs in shaping the campus culture.	6240	Case briefs 14 th Amendment
		6241	OCI
		6244	Culture within the learning community
		6246	Struggling learners

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		6254	Justification Paper
		6254	Shadowing Paper
		6249	Virtual Project
		6249	Hot Topic
		6253	Hypothetical Vacancy
		6248	WL & SS interviews
		6391	Field Studies, discovery box, research articles, community involvement plan
		6393	Final Project
		6394	
Data-driven decisions	e. use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.	6242	Peer research based instruction
		6244	Data display practice
		6245	Budgeting and planning facilities
		6241	OCI, Year-long initiative
		6254	Justification Paper
		6249	Hot Topic
		6249	Virtual Project

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		6253	Hypothetical Vacancy
		6248	WL & SS interviews
		6391	Field Studies, discovery box, research articles, community involvement plan
		6393	Final Project
		6394	
Collaborative planning	f. use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.	6240	14 th Amendment IDEA
		6241	Case study groups
		6244	Model presentations
		6254	Shadowing Paper
		6249	Virtual Project
		6248	WL & SS interviews
		6391	Field Studies, discovery box, research articles, community involvement plan
		6393	Final Project
		6394	

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Clear goals	g. facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.	6240 6242 6243 6245 6246 6254 6249 6248 6391 6393 6394	14 th Amendment Literacy classroom walk through IDEA Case study groups; Change Story Model presentations Principal memo Justification Paper Virtual Project WL & SS interviews Field Studies, discovery box, research articles, community involvement plan Final Project
Implementation	h. align financial, human, and material resources to support implementation of a campus vision.	6244 6247 6254 6249	Budget presentation Budget interview Justification paper Virtual Project

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		6253	Hypothetical Vacancy
		6248	WL & SS interviews
Shepherding the vision	i. establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.	6241	Introduction of year-long initiative
		6242	Research based instruction
		6244	Chapter presentations
		6245	Article review
		6246	Principal memo
		6254	Shadowing Paper
		6249	Virtual Project
		6248	WL & SS interviews
		6391	Field Studies, discovery box, research articles, community involvement plan
Innovation	j. support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.	6241	Key dilemma
		6242	Expert groups
		6244	Model presentations
		6245	Article reviews

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		6246	Blackboard postings
		6249	Virtual Project
		6391	Field Studies, discovery box, research articles, community involvement plan
		6393	Final Project
		6394	
Promote Community Involvement	k. acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.	6241	Year-long initiative
		6242	Common language
		6244	Budget, schedule, facilities, culture
		6245	Focus group
		6254	Shadowing paper
		6249	Virtual Project
		6248	WL & SS interviews
		6391	Field Studies, discovery box, research articles, community involvement plan

Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

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Elements	Indicators (The beginning principal knows how to:)	Courses	Assignments/Activities
Communication	a. communicate effectively with families and other community members in varied educational contexts.	6240 6241 6242 6244 6245 6246 6249 6252 6391 6393 6394	Case briefs Key dilemma Common language Budget, schedule, facilities, culture Discussion leaders, Change Story Principal memo Virtual Project ARD observation paper, gap analysis, case analysis, ARD simulation, 504 vs. IEP paper Field Studies, discovery box, research articles, community involvement plan Final Project
Collaboration	b. apply skills for building consensus and managing conflict.	6240 6241	Case briefs Key dilemma

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		6242	Common language
		6244	Budget, schedule, facilities, culture
		6245	Discussion leaders, Change Story
		6246	Principal memo
		6393	Final Project
		6394	
Input	c. implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.	6240	Case briefs
		6241	Key dilemma
		6242	Common language
		6244	Budget, schedule, facilities, culture
		6245	Discussion leaders, Change Story
		6246	Principal memo
		6249	Virtual Project
		6391	Field Studies, discovery box, research articles, community involvement plan
		6393	Final Project
		6394	

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<p>Communication strategies</p>	<p>d. develop and implement strategies for effective internal and external communications.</p>	<p>6240 6241 6242 6244 6245 6246 6391 6393 6394</p>	<p>Case briefs Key dilemma Common language Budget, schedule, facilities, culture Discussion leaders, Change Story Principal memo Field Studies, discovery box, research articles, community involvement plan Final Project</p>
<p>Community relations</p>	<p>e. develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.</p>	<p>6240 6241 6242 6244 6245 6246 6249</p>	<p>Case briefs Key dilemma Common language Budget, schedule, facilities, culture Discussion leaders, Change Story Principal memo Virtual Project</p>

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		6391	Field Studies, discovery box, research articles, community involvement plan
Communication with families	f. provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.	6240	Case briefs
		6241	Key dilemma
		6242	Common language
		6244	Budget, schedule, facilities, culture
		6245	Discussion leaders, Change Story
		6246	Principal memo
		6252	ARD observation paper, gap analysis, case analysis, ARD simulation, 504 vs. IEP paper
		6391	Field Studies, discovery box, research articles, community involvement plan
Partnerships	g. establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.	6240	Case briefs
		6241	Key dilemma
		6242	Common language
		6244	Budget, schedule, facilities, culture
		6245	Discussion leaders, Change Story

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		6246	Principal memo
		6249	Virtual Project
		6252	ARD observation paper, gap analysis, case analysis, ARD simulation, 504 vs. IEP paper
		6391	Field Studies, discovery box, research articles, community involvement plan
Collaboration	h. communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.	6240	Case briefs
		6241	Key dilemma
		6242	Common language
		6244	Budget, schedule, facilities, culture
		6245	Discussion leaders, Change Story
		6246	Principal memo
		6252	ARD observation paper, gap analysis, case analysis, ARD simulation, 504 vs. IEP paper
		6391	Field Studies, discovery box, research articles, community involvement plan
		6393	Final Project
		6394	

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Responsive communication	i. respond to pertinent political, social, and economic issues in the internal and external environment.	6240	Case briefs
		6241	Key dilemma
		6242	Common language
		6244	Budget, schedule, facilities, culture
		6245	Discussion leaders, Change Story
		6246	Principal memo
		6391	Field Studies, discovery box, research articles, community involvement plan

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Elements	Indicators (The beginning principal knows how to:)	Courses	Assignments/Activities
Ethics	a. model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.	6254	Lecture and discussion on student discipline
		6252	Job shadowing – field studies
		6253	Gap analysis RTI policy/procedures
Ethics	b. implement policies and procedures that promote	6254	Lecture and discussion on student discipline

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	professional educator compliance with <i>The Code of Ethics and Standard Practices for Texas Educators</i> .	6252 6253	Job shadowing – field studies Gap analysis RTI policy/procedures Interview
Ethics	c. apply knowledge of ethical issues affecting education.	6254 6252 6253	Shadowing – field studies Gap analysis RTI policy/procedures Interview
Compliance	d. apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.	6254 6252 6253	Observe- ARD meeting field studies Compare and contrast 504/ARD Gap analysis RTI policy/procedures Interview
Fairness	e. apply laws, policies, and procedures in a fair and reasonable manner.	6254 6252 6253	Observe – ARD meeting field studies Gap analysis RTI policy/procedures Interview
Advocacy	f. articulate the importance of education in a free democratic society.	6252	Compare and contrast 504/ARD Gap analysis RTI policy/procedures

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Advocacy	g. serve as an advocate for all children.	6254	Justification paper
		6252	Gap analysis RTI policy/procedures
		6249	Justification paper
Equity	h. promote the continuous and appropriate development of all students.	6254	Justification paper
		6252	Case analysis
		6249	Justification paper
Equity	i. promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.	6254	Justification paper
		6252	Case analysis
		6249	Justification paper

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Elements	Indicators (The beginning principal knows how to:)	Courses	Assignments/Activities
Planning	a. facilitate effective campus curriculum planning based on knowledge of various factors (e.g.,	6249	Virtual project Hot topics

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	emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).	6248	Interviews
Evidence-based practice	b. facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.	6249 6248	Virtual project Interviews
Alignment	c. facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.	6249 6248	Virtual project Interviews
Evaluation	d. facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.	6249 6248	Virtual project Interviews

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Integration of technology	e. facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.	6249	Virtual project
		6248	Interviews
Alignment	f. facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.	6249	Virtual project
		6248	Hot topics Interviews
Collaboration and synergy	g. promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.	6249	Virtual project
			Hot topics
		6248	Interviews
		6250	Coaching assignments

Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Elements	Indicators (The beginning principal knows how to:)	Courses	Assignments/Activities
Commitment to best	a. facilitate the development of a campus learning organization that supports instructional	6246	Group Discussion Board Assignment about assessment and struggling learners

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practice	improvement and change through ongoing study of relevant research and best practice.	6248 6249 6253 6391	Class Discussion and Guest Presenter Virtual School Classroom Discussions Field Studies Critique/Rationale
Learning for all	b. facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.	6246 6249 6253 6250 6250	Curriculum Alignment Study Supporting Struggling Learners Program Adoption and Implementation Hot Topic Virtual School Classroom Discussions Classroom Discussions Coaching Sessions
Collaboration	c. create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.	6241 6249 6250	Group Case Study Presentation Virtual School Coaching Sessions

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		6391	Field Studies – Critique/Rationale
Flexibility	d. ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.	6246	Group Discussion Board Assignment – Struggling Learners
		6242	Misunderstood Minds Discussion Board
		6248	Social Studies and Foreign Language Textbook Review
		6254	Justification Paper
		6249	Virtual School
		6252	ARD observation
Assessment	e. use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.	6246	Lecture 11/16 (Assessments practices to support learning lecture/ case study)
		6248	Social Studies Interview
		6248	Foreign Language Interview
		6249	Virtual School
		6252	RTI Process/Discussion
Technology	f. facilitate the use and integration of technology, telecommunications, and information systems to enhance	6244	Leadership Theory Presentation
		6248	Social Studies Interview

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	learning.	6248	Foreign Language Interview
		6249	Virtual School
Evidence-based practice	g. facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.	6246	Professional development Lecture 12/7
		6248	Social Studies Interview
		6248	Foreign Language Interview
		6254	Classroom Discussions
		6254	Field Studies – Shadowing
		6249	Hot Topic
		6253	Classroom Discussions
		6391	Field Studies – Critique/Rationale
The Whole Child	h. facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.	6254	Justification Paper
		6252	Case Analysis
		6252	Board Policy
		6391	Field Studies – Critique/Rationale
Resources	i. analyze instructional needs and allocate resources effectively and	6244	Field Studies Budget Interview

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	equitably.	6249	Virtual School
		6249	Guest Speaker
		6252	Special Ed. V. 504 Resource Discussion
		6391	Field Studies – Critique/Rationale
Organizational Patterns	j. analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.	6244	Budget and Schedule Guest Speakers
		6248	Class Discussions and Guest Speaker
		6254	Class Discussions
		6249	Guest Speaker
Diversity	k. ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.	6244	Lecture 10/29 Dimensions of Cultures
		6248	Classroom Assignments
		6252	Classroom Discussions
		6391	Field Studies – Critique/Rationale

Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

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Elements	Indicators (The beginning principal knows how to:)	Courses	Assignments/Activities
Shared vision for professional development	a. work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.	6246 6254 6249 6253	Program Adoption and Implementation Field Assignment Field Assignment – shadow Virtual School Principal Interview
Adult learning	b. facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.	6245 6249 6250	Innovation Configuration Virtual School Coaching Sessions
Resources	c. allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.	6244 6249	Budget Interview Virtual School
Human Resources	d. implement effective, appropriate, and legal strategies	6240	Termination Simulation (9/17)

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	for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.	6249 6253	Virtual School Lovejoy Presentation
Feedback	e. use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.	6245 6249	Levels of Concern Survey Virtual School
Morale	f. diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.	6241 6250 6391	Case study presentation Coaching Sessions Classroom Discussion
Role model	g. engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.	6248 6248 6249 6253 6253	Social Studies Interview Foreign Language Interview Virtual School Principal Interview Dr. Moran Guest Speaker

Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

Elements	Indicators (The beginning principal knows how to:)	Courses	Assignments/Activities
Organizational leadership	a. implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.	6244 6245 6393 6394 6253	Master Scheduling Simulation Article Review, Change story Field studies (focus group initiative) Grant proposal final project Supervision Survey Staff Development
Data-driven decision-making	b. implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.	6244 6246	Data Project 1 and 2 Become and Expert Research article analysis Curriculum Alignment Project Struggling learners paper

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		6241	Field Studies (adoption & implementation) Field Studies (initiative) Key Dilemmas Case Study Presentation Live Case Study
		6245	Change Story Field Studies (focus group)
		6248	Prof. Development Plan Simulation
		6393	Grant proposal final project
		6394	ARD observation analysis
		6255	Staff Development chart
		6253	Supervision survey
Problem-solving	c. frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.	6241	Field Studies (initiative) Key Dilemmas Case Study Presentations
		6246	Curriculum Alignment Project, Struggling learners paper

			Field Studies (adoption & implementation)
			Data Project 1 and 2
		6244	Field Studies (Literacy Walkthroughs)
			Budget interview
		6244	Budget presentation
			Final exam
			Master scheduling Simulation
		6240	Field studies
			Final exam
		6245	Field Studies (focus group initiative)
			Change Story
			Live Case Study
		6250	In-class peer coaching sessions
		6251	In-field coaching assignment
		6393	Grant proposal final project
		6394	

		6255	ARD observation analysis
Decision-making	d. use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.	6241	Field Studies (initiative) Key Dilemmas Case Study Presentation
		6246	Curriculum Alignment Project, Struggling learners paper Field Studies (adoption & implementation)
			Data Project 1 and 2
		6244	Field Studies (Literacy Walkthroughs)
			Budget interview
		6244	Budget presentation
			Final exam
			Master scheduling Simulation
			Field studies

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		6240	Final exam
			Field Studies (focus group initiative)
			Change Story
		6245	Live Case Study
			In-class peer coaching class
			In-field coaching assignment
		6250	
		6251	Grant proposal final project
		6393	
		6394	ARD observation analysis
		6255	
Implementing change	e. encourage and facilitate positive change, enlist support	6245	Field Studies (focus group initiative)

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		6250	In-class peer coaching
		6251	In-field coaching assignment
		6393	Grant proposal final project
		6394	
		6255	ARD observation analysis
Evaluating change	f. apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.	6245	Field Studies (focus group initiative) Change Story Focus Group questions Live Case Study
		6241	Key Dilemma
		6244	Field Studies (initiative) Case Studies presentations Final Exam Part 2
		6246	Field Studies Struggling Learners

		6250	Curriculum Alignment
		6251	In-class peer coaching
		6393	In-field coaching assignment
		6394	Grant proposal final project
		6255	ARD observation analysis

DOMAIN III—ADMINISTRATIVE LEADERSHIP

Competency 008: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

Elements	Indicators (The beginning principal knows how to:)	Courses	Assignments/Activities
Systematic	a. apply procedures for effective budget planning and management.	6244	Budget interview Budget presentation Final exam
		6249	Virtual school project
		6393	Grant proposal final project

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		6394	
Collaboration	b. work collaboratively with stakeholders to develop campus budgets.	6244	Budget interview Budget presentation Final exam
		6249	Virtual school project
		6393	Grant proposal final project
		6394	
Resource management	c. acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities	6244	Budget interview Budget presentation Master scheduling simulation Final exam
		6249	Virtual school project
		6393	Grant proposal final project
		6394	
		6253	Hiring practices presentation Hiring practices chart and interview

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		6391	Google docs event chart
Compliance	d. apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.	6244	Budget interview
			Budget presentation
			Final exam
		6240	Case Briefs
		6249	Virtual school project
		6254	Justification paper
		6393	Grant proposal final project
		6394	
		6253	Hiring practices presentation
			Hiring practices chart and interview
Stewardship	e. use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.	6244	Master scheduling simulation
			Final exam
		6241	Field Studies (initiative)
		6244	Field Studies (initiative)
		6249	Virtual school project

		6393	Grant proposal final project
		6394	
		6253	Hiring practices presentation Hiring practices chart and interview
Technology	f. develop and implement plans for using technology and information systems to enhance school management.	6249	Virtual school project
		6393	Grant proposal final project
		6394	

Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Elements	Indicators (The beginning principal knows how to:)	Courses	Assignments/Activities
Systematic planning	a. implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.	6244	Budget interview field studies Budgeting presentation Master Scheduling simulation
		6249	Virtual school project
		6248	Planning/implementation simulation

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Safety	b. apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.	6240	Case Briefs
		6249	Final Exam Virtual school project
Crisis planning	c. develop and implement procedures for crisis planning and for responding to crises.	6241	Case Study Presentations
Compliance	d. apply local, state, and federal laws and policies to support sound decision-making related to school programs and operations (e.g., student services, food services, health services, transportation).	6244	Budget interview field studies
		6240	Budgeting presentation Master Scheduling simulation
		6252	Case Briefs
		6249	Field studies interviews Policy, Procedure, Practice grid Virtual school project