LEADERSHIP STUDIES PROGRAM
2006 Annual Assessment Report
An Educational Leadership Constituent Council
Nationally Recognized Program

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LEADERSHIP STUDIES PROGRAM
(An Educational Leadership Constituent Council nationally recognized program)

GRADUATE PROGRAM ASSESSMENT
ANNUAL REPORT
FALL 2006

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INTRODUCTION

The Leadership Studies Program Faculty recognize the value of regular program assessment and are actively engaged in an on-going assessment-feedback-modification loop of program improvement. The faculty made curricular and administrative changes based on the performance assessment of its candidates. As the pressures of the No Child Left Behind Act increasingly call upon PK-Adult schools to prepare all students to be contributing members of our society, the expectations of school leaders also increase. As school leader preparation faculty, we understand the complexity of that challenge. For true educational success to occur, school leadership preparation programs must be assessed with sufficient and appropriate measures. All dimensions of candidate preparation including faculty, curriculum, instruction and our candidate's= knowledge, skills and dispositions must be evaluated.

The Leadership Studies faculty are committed to delivering the highest quality program possible with the available resources. The entire faculty meets on the 2nd and 4th Wednesdays of each month of the calendar year to focus on program improvement. Additionally the faculty holds an annual fall planning retreat where a major review of all programs is conducted and appropriate revisions are made. This result of the faculty=s dedication to quality education has resulted in national recognition for the program.

The Leadership Studies full-time faculty consists of 8.5 individuals, all of whom hold terminal degrees in the field. This core faculty is assisted by 5-10 part-time faculty members that hold at least master=s level degrees and considerable experience in the field. Each of these part-time faculty members is assigned to a full-time faculty mentor to provide assistance and oversight.

ASSESSMENT MODEL

The assessment model adopted for the Leadership Studies program focuses on three broad areas: the program, the faculty and candidate performance. This assessment model includes three major components: data/information collection, forming judgments and making decisions. Based on these three components, assessment is operationally defined as a process in which data/information are collected, used as a consideration in forming judgments, and then becomes the basis for making decisions. These decisions involve actions related to the program, faculty and candidates. The assessment model is depicted graphically in **Figure 1**.

The following characteristics provided the framework used for the development of program assessment:

> $ it is designed jointly by subject content faculty and school partners;
> $ it uses professional, national, state, and institutional standards;
> $ it is embedded in programs and are continuous;
> $ it is formative and summative
> $ it uses multiple indicators for success at multiple decision points;
> $ it uses external sources of information;
> $ it is reliable and valid;
> $ it uses criteria to determine levels of accomplishments; and
> $ it uses outcomes to improve programs.

Figure 1: Flow of Decision Making

ASSESSMENT MODEL
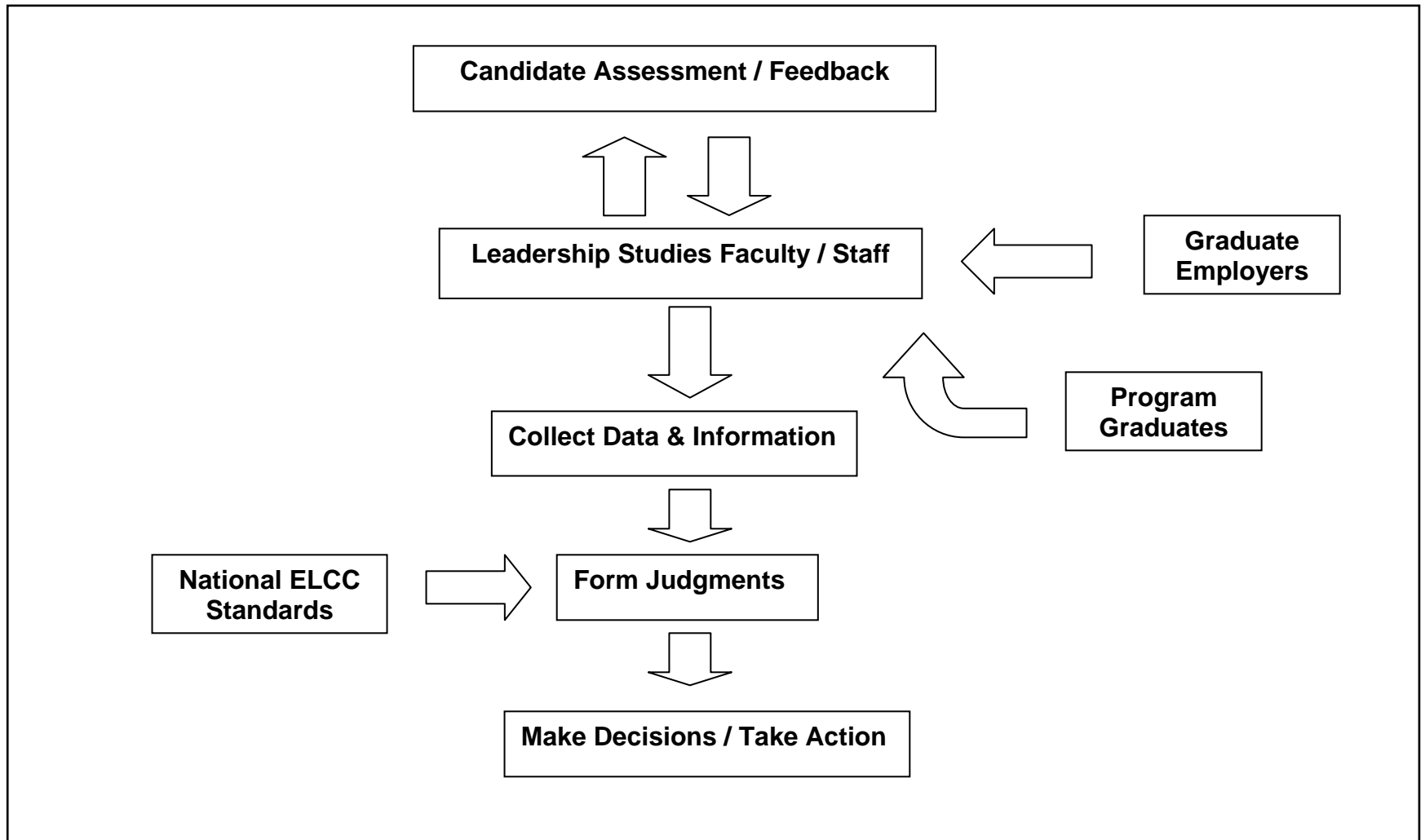
Explanation of the knowledge and skill base, philosophy for preparation, and goals and objectives of the program:

The goals of the Leadership Studies program are to provide access to the knowledge, skills and dispositions necessary for our students' growth and development as school leaders. These goals lie at the heart of our philosophy, which emphasizes knowledge utilization. Whatever the breadth or depth of a given knowledge base, it is likely insufficient to capture the instrumental problems that await administrative practitioners in the field. Providing students multiple opportunities to actualize their knowledge in the field as they acquire it can serve not only the program's goals, but can reduce the discrepancies between the university's understandings and students' needs.

These goals were re-examined in 1999, when a routine review undertaken by the faculty revealed a deepening dissatisfaction with the purpose, content, and currency of program requirements. Pursuant to this review, the faculty undertook a comprehensive analysis and revision, grounded in research, theory, and practice, of each element of the curriculum. Subsequent to the major review of goals in 1999, the faculty annually reviews its goals and related progress using data obtained from sources as indicated in this document.

The objectives for every course were examined in relationship to the standards of state and national accrediting bodies to ensure conformity to a universally accepted knowledge base. Because we believe it is knowledge utilization, however, which provides the coherence which sustains a student's program of study, multiple opportunities to actualize the knowledge catalyzed by course work must be available. Thus, in addition to the domain knowledge students accumulate from their course work, procedural knowledge is acquired through a series of field experiences and the identification of a field mentor, an experienced practitioner whom the student respects and whose advice she values, who will agree to work collaboratively with her. It is the first step in traversing the divide between academic preparation and the world of practice. These realignments, academic and field, were reviewed by both internal and external agencies to ensure a comprehensive curriculum which makes every effort to provide the knowledge and experiences which are essential for successful leadership preparation.

Discerning the appropriate means of cultivating the dispositions required of school leaders, however, was a more daunting task. While the standards of the various accrediting bodies are fairly explicit about what qualities are necessary for effective leadership, methods for developing and sustaining them are less clear. Our philosophical commitment to knowledge utilization, however, suggested an approach. Sensitive to the research on the work environment of school leaders, which indicates that the vast majority of their time is consumed by administrative matters and maintaining order, we think it imperative to ensure that students develop a consciousness of their autonomy. Successful school leadership cannot accrue to those who allow themselves to be controlled by the events which surround them. The knowledge they've acquired can be put to use only if they've the intellectual discipline to

implement it.

Such discipline is achieved through thoughtful deliberation, (i.e., reflection.) Thus, in addition to the acquisition of the knowledge and skills necessary for leadership, the Leadership Studies Program encourages the development of the dispositions which underlie successful practice by requiring students to thoughtfully consider, in reflective essays which correlate directly to an articulated set of program principles (i.e., vision, scholarship, stewardship, collaboration, integrity, and context), the implications of their course work and field experiences for their futures as administrators.

Ongoing reflection, from the beginning of the student's program to the end, lays the groundwork for the extension of that behavior to professional practice. Underlying this premise is a constructivist foundation which identifies reflection as essential to the student's ability to continue to evolve as a self-directing, inquiring learner, and which recognizes lifelong learning as not only valuable, but necessary.

Because the Leadership Studies faculty recognize that our students are working adults who have unique learning needs, we are committed to using a variety of instructional approaches and a variety of assessments – both traditional and performance based. These approaches and assessments are designed to provide coherence to the program, reflected in the student's presentation of a portfolio as a capstone project which demonstrates the student's comprehension of and competency with the program's principles and their interdependence with professional standards and practice.

If it is the gap between theory and practice which undermines the relationship between pre-service preparation and school leadership, it is our hope that the emphasis on knowledge utilization can help to reduce the space and make it easier for students to bridge the divide. The effort to actualize domain knowledge through the redistribution of field experiences and the reflective entries developed in collaboration with mentors and faculty creates multiple opportunities for a discursive relationship between universities and schools and between faculty and students that is encouraging; one in which knowledge of what is useful in the world of practice can be jointly constructed.

DATA SOURCES

The program collects data for program planning and improvement from several sources:

Annual Reports. The West Virginia Department of Education and NCATE require annual evaluation and progress reports.

Annual Report and Review of Faculty. Each full-time member is required to submit an annual report of activities and accomplishments. This report addresses the three main

areas of faculty responsibility and includes a component requiring the development of a work plan for the following year.

Content Specialization Test Results (PRAXIS II). An increasingly important element of unit/program evaluation efforts is student performance on the West Virginia Board of Education mandated Praxis II test. All students admitted to professional education programs in West Virginia after September 1, 1985, must pass a test in their area of specialization to be eligible for licensure in West Virginia. Program faculty review test results for any program or course implications.

Course Performance. All Leadership Studies students are monitored in terms of their course performance while in the program. Students are required to maintain a 3.0 GPA or are placed on academic probation. Students must also submit reflective journals and narratives with reflective accounts of 31 field experiences at regular intervals throughout the program. These are monitored by a committee of faculty.

Educational Personnel Preparation Advisory Committee (EPPAC). The EPPAC is the primary external advisory committee for professional education. The group is composed of representatives from each of the 16 counties in the university's service region and includes representatives from each of the role groups for which the unit prepares professional education personnel. A faculty member from each program area also serves on the committee, as does a representative from the West Virginia Department of Education. This group reviews and provides recommendations on new programs, program modifications, and results from unit content specialization tests as well as other related issues.

Employer follow-up Studies. A unit level employer follow-up study is conducted annually. Program results from the unit study are shared with all faculty. The Graduate Program Committee also reviews the results of these studies for possible program implications.

External Agency Evaluation. The Leadership Studies Program is subject to a number of external agency evaluations. All programs are subject to review by the Marshall University Board of Governors every five years. All licensure programs must be reviewed and refiled with the West Virginia Board of Education every five years. The unit is also subject to reviews by the North Central Association and NCATE. The West Virginia Board of Education and NCATE require annual evaluation reports.

Faculty Merit Review. Funds are made available annually for distribution as merit pay to selected faculty. Faculty are recommended for merit pay by a faculty committee or the dean.

Graduate Follow-Up Studies. Graduate follow-up studies are conducted at the program and institutional levels. The results from these surveys are compiled and made available to all internal and external policy and advisory groups and to faculty

within the program. Program faculty review these data for any possible program implications.

Internal Program Review. All unit programs are subject to an internal program review every five years.

Peer Evaluation. All probationary faculty are required to undergo formal peer observation during their probationary period. This process involves completion of a formal observation instrument, which becomes a part of the faculty file.

Performance Assessment. All students completing licensure programs in West Virginia must successfully complete a performance assessment prior to being recommended for licensure. These performance assessments are administered as part of the clinical or field-based experience and are retained as part of the students' permanent files.

PRAXIS II Administration and Supervision Test: Students completing the Leadership Studies Program who are being recommended for certification, must achieve a passing score on the appropriate Praxis II Test. This minimum score is set by the state departments of education in West Virginia, Ohio, and Kentucky.

Program Faculty Review. Program faculty periodically undertakes reviews of individual programs or parts of programs. These studies often result in recommendations for program modification that are acted on by the Graduate Program Committee and the West Virginia Department of Education if it is a change in a certification program.

Special Studies. The Graduate Program Committee, the Office of the Dean, or others as appropriate, conduct special studies as needs arise. Examples of such studies have included a review of program admissions requirements and a study of clinical and field-based procedures.

Student Evaluation of Faculty. Institutional policy requires that students evaluate all courses.

Beginning assessment. Student Survey - Students are surveyed at the beginning of the program as a part of the course that is a pre-requisite for the remainder of the courses in the program .Information gathered is compared with that derived from the final course to provide faculty with data for program decision making.

Final Portfolio Presentation. Students present their portfolios to the program faculty as an exit project for the program. This presentation is used by faculty to provide a comprehensive assessment of the students' abilities and as a source of information for program evaluation and change.

Marshall University

Assessment of Student Outcomes: Component/Course/Program Level

Component Area/Program/Discipline: Leadership Studies   Date: **September 2006**

Component / Course / Program Level					
Student Outcome	Persons Responsible	Assessment Tool or Approach	Standards Benchmark	Results/Analysis	Action Taken

The graduates of the Leadership Studies program will be able to demonstrate an understanding of and the capability to identify contexts; develop with others a vision and purpose; use information; frame problems; exercise leadership processes to achieve common goals; and act ethically within the education community	Leadership Studies Program Director & Faculty	National Praxis II Exam	West Virginia Cut Score	Over 90% of candidates passed the Praxis with a range over three years of 91.7%-96.4%. The median scores are below the national average. In 2002-2003, the most recent year, sub-test I Determining Educational Needs (60% correct) exceeded the state average (58%) and equaled the national (60%) average; sub-test II, Curriculum Design and Improvement (70%) met the state average (70%) and exceeded the national (68%); sub-test III, Development of Staff and Program Evaluation (63%) exceeded the state average (62%) and met the national average (63%); sub-test IV, School Management (70%) was less than both the state (72%) and national (71%) averages; sub-test V, Individual and Group Leadership Skills (67%) was less than both the state (70%) and national averages. Over three years, more than 60% of the candidates scored below the 50th percentile on three sub-tests: Sub-test I, Determining Educational Needs, sub-test III, Development of Staff and Program Evaluation, sub-test V, Individual and Group Leadership Skills. More recent Praxis data are not available from ETS	**Decision**: The number of candidates below the 50th percentile should be reduced. **Action**: 1. Courses/assignments have been reviewed and modified in some areas 3. Obtaining Praxis data continues to be problematic, but ETS is promising relief.
The graduates of the Leadership Studies program will be able to demonstrate an understanding of and the capability to identify contexts; develop with others a	Leadership Studies Program Director & Faculty	Field Experiences Student Self Assessment	Maintain a mean score of 3.0 or better	On a (1-5) Likert Scale, the candidates ranked the perceived value of the field experiences with an average score of 3.19	**Decision:** Some field experiences have been modified due to student feedback on exit survey. A virtual school approach for field experiences is being developed to enhance field experiences.

vision and purpose; use information; frame problems; exercise leadership processes to achieve common goals; and act ethically within the education community		Reflective Writings Assessment using rubric	Maintain acceptable first-effort pass rates	The range for percentage of candidates who satisfactorily completed the reflective essays on the first attempt ranges from 76-80 %. Eventually all candidates are successful.	**Decision:** Students need to be more aware of assignment standards and of essay expectations. **Action:** 1. A program orientation has been put in place and faculty are reminding students of outside-class requirements.
		Faculty evaluations of Portfolio Defense using Rubric	Maintain overall means that reflect at least an "acceptable" level on the rubric	The faculty evaluations of candidates for two semesters ranged from 1.28 - 3.60. The mean was 2.72.	Decision: Data collection instrument has been revised to obtaining more usable data.

III Plans for the Current Year   2007 - The Leadership Studies faculty will be holding their annual two-day planning retreat during the fall semester. National objectives, assessment feedback, and market forces will provide the impetus for reviewing the program and discussing changes in both the program structure and delivery models.

IV Assistance Needed – Continued financial support for salaries, faculty development, recruitment of students, and operations is essential. The program has been unsuccessful on several attempts to recruit new faculty. Our accrediting body requires that our classes be taught by experienced school administrators. These individuals earn a national median income of over $71,000 and our starting salary is just slightly over 50% of that figure. Even though our nationally accredited program has attracted some very high quality candidates, we have not been able to sign them once they learn of our salary offering.

V Organizational Learning – Continuous assessment and program adjustments have allowed the program to withstand competition from newly formed universities and private institutions. Although enrollment has declined over previous years, there is evidence of a beginning recovery due mostly to the maintenance of a high-quality program.

APPENDIX A

PROGRAM PLANNING AND ASSESSMENT GUIDE

DATA	ANALYSIS/JUDGEMENT	DECISION/ACTION REQUIRED

A.   Program Admissions
    1. Applicants
    2. Admits
    3. Demographics
    4. Average GRE/MAT scores
    5. Other
	Aug 2005 – Aug 2006
	1. 111 applicants
	2. 102 admitted (92%)
	3. Top three counties are Kanawha, Cabell and Putnam
	4. Average UGPA=3.07; Average MAT=398; Average GRE=531 Quantitative and 470 Verbal
	5. Exceed unit averages on admission test
		Cooperative program at Fairmont State University has been instituted to increase enrollment from northern counties. Recruiting "road-trips" are planned for spring

B.   Program Productivity
    (Current year and trends)
    1. Course sections
    2. Enrollment (Seat count)
    3. Student credit hours
    4. Cohorts (# and status)
    5. Third party contracts
    6. Graduates (by level and county of residence)
    7. Collaborative Programs
    8. Clinical Experiences/Field Placements
    9. Other
	Course Sections: Number of course sections has been relatively consistent over the last three years when compared by semesters (Spring 2001 through Fall 2003)
	Enrollment: Enrollment increased slightly from 2001 to 2002, then deceased from 2002 to 2003, for an overall decline of 15.5%.
	Student Credit Hours: Student credit hours have decreased commensurate with the decrease in enrollment.
	Cohorts: Fairmont State University – began second round of cooperative cohort (21 students)
	Third Party Contracts: Center for Professional Development. Students may choose to pursue graduate credit for the Evaluation Institute, contracted with the CPD.
	Graduates: Degree productivity has decreased over the period from 1999 to 2003
	Collaborative Programs: Approximately 20 principal interns were placed in five counties under a Wallace Grant.
	Clinical Experiences/Field Placements: Students do field experiences throughout their programs with the identified mentor. Generally, this occurs within the student's district. Experiences are distributed across the PK-12 environment.
		Enrollments have stabilized and evidence of increase is beginning to be revealed in data. It is too soon to determine if there is a trend upward.

DATA	ANALYSIS/JUDGEMENT	DECISION/ACTION REQUIRED

D. Faculty
   1. Status
     (Retention/Recruitment)
   2. Part-Time Faculty Utilization
   3. Advisee Load by Faculty
   4. Research and Scholarly
     Activity
   5. Faculty Development
   6. Student Course Evaluation
     Summary
   7. Research/Grant Activity
   8. Other
	Status: Of eight and a half faculty positions, seven are full professor, one is an associate and one is an assistant. professor. Seven are tenured. A faculty position is currently open and a search is in process
	Student Course Evaluation Summary: While all course evaluations are generally high, fall semester evaluations tend to be slightly lower, with the lowest ranking in "My instructor is well prepared and organized," and "The assignments are relevant to course objectives." Leadership Studies faculty evaluation means consistently fall significantly above the college means.
	Research and Scholarly Activity: Seven faculty hold Marshall University doctoral faculty status and one holds gmraduate faculty status.
	Other: Program faculty have an average of 11 years in public school, seven years in public school administration and 21 years in higher education.
		Recruit highly qualified faculty. Encourage university support for increasing financial attractiveness of positions. Continue to support portfolio process at doctoral level to promote faculty scholarship and research.

DATA	ANALYSIS/JUDGEMENT	DECISION/ACTION REQUIRED

E. Program Approval Information
    1. SPA (NCATE) Accreditation Status
    2. NCA - HLC Status
    3. WVDE Approval Status
    4. BOG/HEPC Review Status
    5. Other
	SPA: The program received national recognition from ELLC in 2002.
	NCA: The program was reviewed by the HLC in January 2001 and was fully approved.
	WVDE Approval Status: The program is fully approved by the West Virginia Department of Education with certifications in Principalship, Supervisor of Instruction and Superintendent.
		Program faculty have been diligent in examining the program and seeking validation thru program approval. Critical reflection must continue to ensure that the program continues to meet the needs of candidates.
		
		Work at the state level to deal with non-NCATE certification programs.

F. Employer Follow-Up	Although district Personnel Directors are included in the current employer satisfaction survey pool, it is more likely that superintendents would have knowledge of principal performance.	Survey of Superintendents has been designed and is in refinement process with implementation by Spring term
G. Candidate Performance (Presentation and summary of candidate performance assessment data from past year); PRAXIS data included where available	Candidate performance is assessed with the following data: **Quantitative**: Grades, Praxis score, scaled self-perception scores, reflective writing assessments, Portfolio symposium, evaluations, and student self-assessment and field experience. **Qualitative**: Reflective writing, student self-perception and evaluation of program, portfolio evaluations. **Grades**: Over 90% of candidates grades were "A" with a range over four semesters of 90.3%-94.1%. Those grades are consistent with the PRAXIS pass rates. **Praxis**: Over 90% of candidates passed the Praxis with a range over three years of 91.7%-96.4%.	**Decision**: The number of candidates below the 50th percentile should be reduced. **Action**: 1. We will review concepts on the Praxis and identify relevant courses, assignments, and field-experiences. 2. We will revise courses/assignments as needed. 3. We need improved Praxis data.

DATA	ANALYSIS/JUDGEMENT	DECISION/ACTION REQUIRED
H. Candidate Performance (Presentation and summary of candidate performance assessment data from past year); PRAXIS data included where available (Additional data to be provided at program level)	Candidate performance is assessed with the following data: **Quantitative**: Grades, Praxis score, scaled self-perception scores, reflective writing assessments, Portfolio symposium, evaluations, and student self-assessment and field experience. **Qualitative**: Reflective writing, student self-perception and evaluation of program, portfolio evaluations. **Grades**: Over 90% of candidates grades were "A" with a range over four semesters of 90.3%-94.1%. Those grades are consistent with the PRAXIS pass rates. **Praxis**: Over 90% of candidates passed the Praxis with a range over three years of 91.7%-96.4%. The median scores are below the national average. In 2002-2003, the most recent year, sub-test I Determining Educational Needs (60% correct) exceeded the state average (58%) and equaled the national (60%) average; sub-test II, Curriculum Design and Improvement (70%) met the state average (70%) and exceeded the national (68%); sub-test III, Development of Staff and Program Evaluation (63%) exceeded the state average (62%) and met the national average (63%); sub-test IV, School Management (70%) was less than both the state (72%) and national (71%) averages; sub-test V, Individual and Group Leadership Skills (67%) was less than both the state (70%) and national averages. Over three years, more than 60% of the candidates scored below the 50th percentile on three sub-tests: Sub-test I, Determining Educational Needs, sub-test III, Development of Staff and Program Evaluation, sub-test V, Individual and Group Leadership Skills.	**Decision**: The number of candidates below the 50th percentile should be reduced. **Action**: 1. We will review concepts on the Praxis and identify relevant courses, assignments, and field-experiences. 2. We will revise courses/assignments as needed. 3. Up-to-date Praxis information is not yet available from ETS.

DATA	ANALYSIS/JUDGEMENT	DECISION/ACTION REQUIRED
H Continued	**Scaled Self-Perception Scores**: On 1-5, (low to high) Likert Scale the candidates' self-perception of skill confidence post-mean scores ranged from 4.11 to 4.89. Every Delta mean was positive with a range of increase of .38-2.43. It should be noted that the items with a narrow increase had a high pre-mean. The areas of greatest growth (more than 2.00) were strategic planning using data, facilities planning, scheduling, understanding how the social fabric of the larger community influences the educational enterprise, and school law. **Reflective Writings Assessment**: The range for percentage of candidates who satisfactorily completed the reflective essays on the first attempt ranges from 75% (Scholarship) to 94.8% (Context). Scholarship also had the highest number (7.5%) requiring three or more attempts. **Student Self-Assessment of Field Experiences**: On a (1-4) Likert Scale, the candidates ranked the perceived value of the field experiences with a range of 3.25 to 3.94. Twenty-one of the field experiences were evaluated 3.50 or higher; ten were evaluated between 3.25 and 3.44.	**Decision:** Students need to be more aware of assignment standards and of essay expectations. **Action:** 1. Emphasize expectations for essays at Supersaturday. 2. Use Scale of Student Perception of Skill Confidence pre-test to establish standards for the essays.

DATA	ANALYSIS/JUDGEMENT	DECISION/ACTION REQUIRED
H Continued	**Portfolio Symposium Evaluations**: The faculty evaluations of candidates for two semesters ranged from 1.25 - 3.50. The means were 2.68-2.88 and the medians were 2.93 and 2.84. Those assessments related to ELCC standards are strong and reflect the alignment of program and standards. Our primary area of concern is improving the Praxis scores, especially in the areas of Determining Educational Needs, Development of Staff and Program Evaluation, and Individual and Group Leadership Skills. Our analysis of the portfolio presentation evaluation shows that qualitative and quantitative data are inconsistent and that the quantitative data are insufficient for providing candidate feedback. Although we have identified decreasing the number of candidates scoring below the 50th percentile on the Praxis as a goal, we are cautious that the current numbers may reflect candidates who completed the program before we revised it to incorporate ELCC standards.	**Decision:** Faculty evaluation and student feedback should be improved. **Action**: 1. Introduce portfolio process and evaluation standards on Supersaturday. 2. Revise the rubric and score sheet for the presentation.

APPENDIX B

PORTFOLIO SCORING RUBRIC

Assessment Area	Exceptional	Acceptable	Unacceptable
Portfolio Entries	Entries are of exceptional quality, representing exemplary graduate level work.	Entries meet program expectations for graduate work and are of acceptable quality.	Entries do not meet program expectations for graduate work and are of poor quality.
Knowledge and application of ISLLC standards.	Course entries provide evidence of comprehensive knowledge and application of the ISLLC standards.	Course entries provide evidence of basic knowledge and application of the ISLLC standards.	Course entries do not provide sufficient evidence of recognition of ISLLC standards.
Integration of LS priorities	Portfolio provides evidence of a high degree of insight regarding the interdependence of the LS priorities and professional practice.	Portfolio provides evidence of understanding regarding the interdependence of the LS priorities and professional practice.	Portfolio shows no evidence of recognition of the interdependence of the LS priorities and professional practice.
Personal/Professional	Portfolio demonstrates sustained reflection and critical thought. Capstone project addresses how portfolio contributed to professional/ personal growth.	Portfolio demonstrates some evidence of reflection and critical thought. Capstone project addresses process of portfolio development.	Portfolio reflects little evidence of reflection or critical thought. Capstone project does not address either the process of portfolio development or reasons for inclusion of entries.
Use of technology	Portfolio is enhanced by creative application of a range of multimedia links/options.	Connections between and among portfolio entries are made clear through logical use of multimedia links/options.	Multimedia links/options are confusing or absent resulting in a portfolio of discrete entries.

All degree students follow a planned program of study and must maintain a cumulative grade point average (GPA) of 3.0.

APPENDIX C

Sample Rubric for Field Experience: Analysis of School Data Use

Assessment Area	A (Acceptable)	B (Acceptable)	Unacceptable
Analysis of school data use	The analysis is conducted in a manner which exhibits a thorough knowledge and understanding of the uses of multiple measures including types of data and their relationships to each other and to the purposes of the data collection. The analysis shows a deep understanding of the purpose and challenges of using data in a school setting. The students shows initiative by consulting and citing additional sources and by displaying work in an innovative fashion	The analysis is conducted in a manner which demonstrates an understanding of the four types of data, how to put data together, and how to communicate data. The paper meets the assignment criteria and demonstrates an understanding of the purpose of the experience.	The field experience does not meet the assignment criteria and shows little evidence of an understanding of the purpose of the assignment.
Reflection on the field experience	The reflection on the field experience shows an ability to synthesize theory and practice. The impact on student learning and the value of the assignment to a reflective principal practitioner is discussed in depth,	The reflection on the field experience adequately addresses the impact of the experience on the student's learning and on the student's preparation for the principalship.	The reflection shows minimal understanding of theory and practice and there is limited discussion of the impact of the experience on student learning.
Presentation/ Mechanics	The documentation of the field experience and the reflection show excellent organizational skills and the ideas are presented cogently and with clarity. No mechanical errors are present.	The documentation of the field experience and the reflection show adequate organizational skills in a clear manner with few mechanical errors.	The documentation of the field experience and the reflection do not conform to the standard for graduate work.