

# **EDUCATIONAL ADMINISTRATION & FOUNDATIONS PROGRAM GOALS AND INTENDED OUTCOMES M.S. in Ed. Educational Administration**

## **MISSION**

The mission of the Department of Educational Administration and Foundations is to prepare people of diverse backgrounds for leadership roles in education. The academic programs in the department are based on the assumption that leadership in educational systems is essential for the society successfully to produce an enlightened citizenry. The programs and degrees are grounded in the belief that educational leaders require knowledge, skills, values, and commitment appropriate for administrative, policy, instructional, and research roles in societies striving to realize the democratic ideal.

(EAF Department: passed 10/23/01)

## **PROGRAM GOALS**

The master's program with concentrations in P-12 Administration at Illinois State University is focused on the preparation of individuals for leadership positions. Required courses in educational finance, education law, organizational planning, foundations, and research provide experiences that are oriented to students' gaining critical understanding and multiple perspectives about educational organizations. With this expertise, graduates are prepared for leadership positions in P-12 schools and districts, educational associations, and agencies. The program's goals align to national standards from Educational Leadership Constituent Council (ELCC), which is accepted by the Illinois State Board of Higher Education.

## **GENERAL OUTCOMES FOR THE MASTER'S DEGREE PROGRAM**

1. A master's graduate will have acquired skills, knowledge, values, and commitment necessary to succeed at entry-level educational leadership positions.
2. A master's graduate will develop and demonstrate understanding, appreciation, and application of appropriate knowledge, skills, values and commitment within the respective administrative, policy, instructional, and research roles identified for educational leadership.

## **SPECIFIC OUTCOMES FOR THE P-12 MASTER'S DEGREE PROGRAM**

A master's degree graduate with the P-12 concentration will have developed the ability to approach challenges and opportunities in schools using multiple perspectives and leadership skills in order to:

- develop, articulate, implement, administer, and share with the school community a vision focused on learning;
- develop and sustain a school instruction program that promotes student learning and staff professional growth at the building level;
- manage a school's organization, operation, and resources to produce a safe, efficient, and effective learning environment;
- work positively with families and community members by identifying and responding to diverse community interests and needs, and mobilizing community resources;
- promote the success of all students in their building by acting with integrity, fairness, and in an ethical manner;
- understand and respond to the political, social, economic, legal and cultural context of the school and larger community.

## **Assessment System**

To assess P12 student outcomes, the EAF Department has developed an online assessment system using Blackboard. For the P12 Master's program the "Principal Preparation" site contains:

1. A pre self-assessment of student knowledge and skills related to the program goals (that will be administered in one of the early classes).

2. A post self-assessment of student knowledge and skills related to the program goals (that will be administered in one of their last classes).
3. A student assessment of how well the program prepared the student to meet the Department goals (that will be administered in one of the last classes).
4. A permission section. Students select whether they will allow accrediting agencies to view their work as part of program assessment.
5. An artifact section where students submit selected assignments to demonstrate their skills in meeting state and national performance standards.

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My Blackboard | Accessibility | Help | Log out

Build Teach Student View **EAF - Principal's Certification Assessment Site**

Your location: Home Page


Welcome to the ISU EAF NCATE Type 75 Principal Certification Portfolio Site.

- [Click here for a Welcome & Purpose Video](#)
- **Click on My Grades to see what work is required.**
- **If you believe that work is missing or if you have any questions, contact Stefanie McAllister [slmcall@ilstu.edu](mailto:slmcall@ilstu.edu)**
- **We are required to provide evidence of student work as part of our NCATE and ISBE Accreditation. We thank you for assisting the program.**
- **Blackboard user discussion tutorials can be found [HERE](#)**  
**Blackboard user assignments tutorials can be found [HERE](#)**  
**Blackboard user assessment tutorials can be found [HERE](#)**


 <p><a href="#">Self-Assessments and Student Exit Survey</a></p> <p>Take the 1st Self-Asst during your first 9 hours of coursework. Take the 2nd Self-Asst when you register for 498.</p> <p>Take the EXIT SURVEY during your final semester.</p>	 <p><a href="#">Assignment Upload = You must have 21 or more points in My Grades for Certification</a></p> <p>Upload all Standards related Assignments at the end of the semester.</p> <p>You can store extra assignments under Extra Assignments in this section.</p>	 <p><a href="#">498 Professional Practice Paperwork and Prep Checklist</a></p> <p>Click here for the paperwork required for Professional Practice.</p>
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Your location: **Assessments**


### Assessments


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[1st Self-Assessment take during 485](#)

Read and answer each question. You do NOT have to describe each experience in the assessments, but you are encouraged to include references to any experiences in your papers throughout your educational journey here at ISU.
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[2nd Prof Practice Self-Assessment - take before last 498 or in 482](#)

Read and answer each question. You do NOT have to describe each experience in the assessments, but you are encouraged to include references to any experiences in your logs and reflective papers that you will write during your Professional Practice.  
[Formerly you had to do 2 self-asst, now you only have to do this one at the
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[Student EXIT Survey - take during last 6 hours](#)
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[Intro Demo- This is for Practice only. NOT Required.](#)

## Assignments



[EAF 401 Data Analysis Project](#) ▾

Due Date: June 1, 2015 12:00 PM  
ELCC/NCATE Standard 1.4b, 2.2b, 2.2c



[EAF 401 Grant Writing Project](#) ▾

Due Date: May 15, 2015 12:00 PM  
ELCC/NCATE Standard 3.3B, 4.3C



[EAF 410 Literature Review](#) ▾

Due Date: May 15, 2015 12:00 PM  
Standard 6.1a



[EAF 423 Ethical/Moral Leadership Paper](#) ▾

Due Date: May 15, 2015 12:00 PM  
Standard 5.3a



[EAF 465 Budget Simulation Project](#) ▾

Due Date: May 15, 2015 12:00 PM  
ELCC/NCATE Standard 3.1a, 3.1b, 3.1c, 3.3a, 3.3c



[EAF 465 Teacher Observation Project](#) ▾

Due Date: May 15, 2015 12:00 PM  
ELCC/NCATE Standard 2.2a, 5.1a



[EAF 478 Analysis of a Hypothetical](#) ▾

Due Date: May 15, 2015 12:00 PM  
ELCC/NCATE Standard 3.2c, 6.1d, 6.3a, 6.3b, 6.3c



[EAF 482 Leadership Paper 1.3b, 1.4c, 4.1b, 4.1f, 4.2a, 4.3a](#) ▾

Due Date: May 15, 2015 12:00 PM  
ELCC/NCATE Standard 1.3b, 1.4c, 4.1b, 4.1f, 4.2a, 4.3a



[EAF 485 Creating a Democratic School Paper](#) ▾

Due Date: May 15, 2015 12:00 PM  
Standards 1.2.a, 1.2.c, 6.1.b,6.1g



[EAF 485 Leadership Frameworks and Beliefs Statement](#) ▾

Due Date: May 15, 2015 12:00 PM  
ELCC/NCATE Standard 2.4c,1.1.a



[EAF 487 Professional Development Action Research Project](#) ▾

Due Date: May 15, 2015 12:00 PM  
ELCC/NCATE Standard 2.3c, 2.4a, 2.4b



[EAF 487 A Comparative Critical Analysis School Improvement](#) ▾

Due Date: May 15, 2015 12:00 PM  
ELCC/NCATE Standards 1.1b, 1.2b, 1.3a, 1.5a, 3.2a, 6.1h



[EAF/SED 447 NEW Action Resrch 2.2abc;2.3abc;4.2c;5.3a](#) ▾

Due Date: May 15, 2013 12:00 PM  
Portfolio Entry—Action Research Project. Each student will research a personally selected topic in special education administration, state an hypothesis and a research design, collect relevant data, then prepare and present a poster presentation of research results to the class. NCATE Standards 2.2, 2.3 and 5.3. Please note the Spring 10 Dr. Percy Wernsing rubric-attached below.



[C&I 478 Assessment for School Improvement Planning](#) ▾

Due Date: May 15, 2015 12:00 PM  
Standards 2.2b, 2.2c ELCC/NCATE 2.1a, 2.2a RDI MV 1, 3, 4 and IV4



[EAF 494 Community Relations Plan](#) ▾

Due Date: May 15, 2015 12:00 PM  
Instructions: Standard 1.4A, 1.5B, 2.1A, 3.2B, 4.1A, 4.1C, 4.1D, 4.1E, 4.1G, 4.1H, 4.2B, 4.3B, 6.2A



[EAF 498 1st Prof Practice: You will upload SEVERAL file here](#) ▾

Due Date: May 15, 2015 12:00 PM  
Instructions: Standard 7.1a,7.1b,7.2a, 7.3a,7.3b, 7.4a,7.4b,7.5a,7.5b,7.6a



[EAF 498 2nd Prof Practice: You will upload SEVERAL file here](#) ▾

Due Date: May 15, 2015 12:00 PM  
Instructions: Standard 2.4c, 7

## Other Types of Data are collected as well:

### State Certification Test Data

The Department the state certification test data for students seeking principal (Type 75). The State sends updated lists of scores four times a year. The program requires students to pass the state test before graduating

### Alumni and Employer Surveys

The Department uses the University annual alumni survey to assess student satisfaction. However, the response rate has been low. This is not a unique problem in the state; therefore, the Deans from the public universities have supported a statewide survey of principal preparation programs and their employers. The survey began in 2007; due to costs the Deans have agreed to send out the survey every other year. The questions are designed to match the state and national standards. The P12 faculty use the data to assess their program.

### Input from an Advisory Council

An advisory Council meets with P12 faculty twice a year to provide input and respond to Department's ideas. The Council is made up of P12 district and building leaders across the state. Some members are EAF alumni.

### Annual Reports to Illinois State Board of Education

Each year starting in 2009, all principal preparation programs must submit an annual report to the Illinois State Board of Education for review and comments. The annual report must contain the following, as quoted in the instructions from 2009:

"The program reports must meet the requirements of Illinois Administrative Rules (proposed IAC Section 25.127)

- b) *Each full program report shall be submitted in the quantity and format prescribed by the State Board of Education and shall contain and shall include all the following information.*
- 1) A description of the program's alignment with the unit's conceptual framework.
  - 2) A description of the criteria for admission to, retention in, and exit from the program, including the required grade point average and minimum grade requirements for the college or university and how the key assessments used in the program are derived from or informed by the unit's assessment system (see Section 25.140 of this Part).
  - 3) Data on candidates enrolled in the program and candidates completing the program, beginning with the most recent academic year for which numbers have been tabulated and including three years' information if available. If a program is offered at more than one level (i.e., baccalaureate, post-baccalaureate, or graduate, or as an alternative program), data shall be reported separately for each of these arrangements.
  - 4) Identification of the faculty members with primary responsibility for preparing professional educators in the program and their qualifications for their positions.
  - 5) A description of the course of study, including required courses, State standards addressed, and related field experiences or clinical practice as applicable to specified courses.
  - 6) A description of the required field experiences and clinical practice, including criteria, measures taken to ensure placements in diverse settings and with diverse students, and the program's requirements for faculty supervision of these experiences.
  - 7) A description of the key assessments that are required of candidates in the program under Section 25.142 of this Part, including:
    - A) the specific standards addressed by each assessment that is used to comply with the requirements of Section 25.142(a)(1)-(4) or Section 25.142(b)(1)-(4), as applicable;
    - B) a summary of findings based on data from all the assessments described under subsection (a)(7)(A) of this Section, from the applicable content-area test identified in Section 25.710 of this Part, and from the Assessment of Professional Teaching if applicable, and
    - C) a discussion of how the assessment data demonstrate candidates' mastery of the identified standards.
  - 8) A description of information related to two or three additional assessments that address relevant standards, if inclusion of this information is desired by the unit offering the program."