### SECTION I _ GENERAL INFORMATION

<table>
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<tr>
<th>Degree Program</th>
<th>Master’s Degree in Educational Leadership</th>
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<tr>
<td>College/School</td>
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<tr>
<td>Contact Person</td>
<td>Dr. Warren C. Hope</td>
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### SECTION II _ INSTITUTIONAL MISSION/GOALS CONNECTION

**Excerpt(s) Citing Linkage to University Mission Statement**

The Master’s degree program in Educational Leadership seeks to implement the university’s mission by providing learning experiences that facilitate the intellectual, moral, cultural, ethical development of candidates. The learning environment is structured to prepare candidates to engage in leadership, service, and research. The Educational Leadership program faculty members are committed to achieving the university’s mission by providing inspirational teaching, exemplary research, and meaningful public and community service through creative partnerships at the local, state, national, and global levels.

**Excerpt(s) Citing Linkage to University Goal(s) Statements**

University Goal 3: Academic Improvement

a. Provide exemplary classroom instruction and appropriate technology environment

b. Provide a supportive intellectual environment and the appropriate practical professional and research training for graduate students

Master’s in Educational Leadership Goals

Goal 1: To produce exemplary professionals with a broad range understanding of (a) research, theory, practice, leadership, (b) an ability to utilize appropriate technology in multiple environments, and (c) engage in problem solving approaches relevant to education and related fields.

Goal 4: To develop an instructional program that employs the widest range of pedagogies (including, but not limited to, problem based instruction and other techniques based on the constructivist model). To deliver the knowledge base of the profession and professional practices.

Goal 6: To provide instruction and resources to facilitate the development of candidates research skills and mastery of educational practices in the discipline.

**Program Mission/Goals**

Mission Statement: The Mission of the Educational Leadership program is to provide learning experiences in a best practices, constructivist, and reflective environment that facilitates candidates development of a repertoire of performance capabilities and values that enable them to satisfy public education’s demand for well-prepared educational leaders.

**PEU Conceptual Framework Standards**

**DIVERSITY**

• CF 1 Through this focal area, the FAMU professional education candidate will:

  CF: 1.1 (K) Understand diverse backgrounds of individuals. F:5,6,7/I:3

  CF: 1.2 (S,D) Acquire the skills & dispositions to understand & support diverse
student learning. F: 5,7/I: 3,8
CF: 1.3 (S,D) Accept and foster diversity. F:5,6/I:3,8
CF: 1.4 (S) Practice strategies such as: acceptance, tolerance, mediation & resolution. F:5,6/I:3
CF: 1.5 (K, S) Establish a comfortable environment in which all students can learn. F:5, 7, 9, 10/I: 5

EDUCATIONAL TECHNOLOGY
• CF 2 Through this focal area, the FAMU professional education candidate will:

CF: 2.1 (S) Use of available technology and software to support student learning. F:4,12/I:6
CF: 2.2 (S) Use technology to manage, evaluate and improve instruction. F:1,4,10 12/I:6,7
CF: 2.3 (K) Knows fundamental concepts in technology. F:12/I: 1,6
CF: 2.4 (K) Understands fundamental concepts in technology. F:2,12/I:6
CF: 2.5 (S) Use fundamental concepts in technology. F: 12/I: 6
CF: 2.6 (S,D) Facilitates access to technology for students. F: 12/I:6
CF: 2.7 (S) Facilitate the use of technology by students. F: 4,12/I:6

VALUES
• CF3 Through this focal area, the FAMU professional education candidate will:

CF: 3.1 (S) Work with colleagues in a professional manner. F: 6/I:2,5
CF: 3.2 (S) Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. F:11,6/I:9,10
CF: 3.3 (S,D) Show respect for varied (groups) talents and perspectives. F: 5,6/I:3
CF: 3.4(D) Be committed to individual excellence. F: 3,9/I: 5,9
CF: 3.5(D) Recognize the importance of peer relationships in establishing a climate for learning. F:7,2/I:5,10

PROBLEM SOLVING
• CF4 •Through this focal area, the FAMU professional education candidate will:

CF: 4.1 (K) Understand a variety of instructional/professional strategies to encourage students development of critical thinking and performance. F:4,7/I: 4
CF: 4.2 (S) Use a variety of instructional/professional strategies to encourage students' development of critical thinking and performance. F:2,7/I:4
CF: 4.3 (D) Values critical thinking and self-directed learning as habits of mind. F:4/I:1,4
CF: 4.4 (K) Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. F:1,4/I: 1,8
CF: 4.5 (S) Demonstrate the use of higher order thinking skills. F: 8/I:4

PROFESSIONALISM
• CF 5 Through this focal area, the FAMU professional education candidate will:

CF: 5.1 (K) Know the content. F:8/I: 1
CF: 5.2 (S) Use the appropriate pedagogy to provide all students with the opportunity to learn. F:7,9/I:7
CF: 5.3 (D) Demonstrate commitment to professional growth & development. F:3,7/I:9
CF: 5.4 (K,S) Use major concepts, principles, theories & research related to the development of children. F:7/I:2
CF: 5.5 (S) Construct learning opportunities that support student development & acquisition of knowledge & motivation. F:7/I:5
CF: 5.6 (S) Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. F:2/I:6
CF: 5.7 (S,D) Display appropriate code of conduct including dress, language, and respective behavior. F:9/I:5,9

URBAN/RURAL EDUCATION
•CF6 Through this focal area, the FAMU professional education candidate will:

CF: 6.1 (S) Be able to work in school settings with varied levels of resources. F:9,10,11/I:10
CF: 6.2 (S,D) Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide. F:11/I: 3
CF 6.3 (K) Understand the plight of both rural and urban students. F: 5,11/I: 2,3
CF: 6.4 (S) Communicate effectively with students parents and the community. F: 5,11/I: 6

Program Standards

Florida Principal Leadership Standards (FPLS) and Program Indicators

1.0 Vision – High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

Educational Leadership Program Indicators

1.1 Is aware of processes involved in creating a vision.
1.2 Recognizes the components of a vision statement.
1.3 Recognizes the importance of a vision in creating school culture and climate.
1.4 Relates the vision to student achievement.
1.5 Communicates the vision to stakeholders.

2.0 Instructional Leadership – High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to candidate learning, especially in the area of reading and other foundational skills.

Educational Leadership Program Indicators

2.1 Facilitates meaningful professional development in order to improve instruction.
2.2 Recognizes student achievement as the outcome of instruction.
2.3 Understands the importance of a professional learning community.
2.4 Uses data to inform decisions about instruction.
2.5 Links the school vision to instructional leadership.
2.6 Recognizes the imperative for Instructional leader to monitor the teaching and learning environment for improvement.
2.7 Understands the change process.
2.8 Demonstrates ability to align curriculum and instruction with standards.
2.9 Understands the importance of parent and community involvement.
2.10 Is aware of contemporary research and best practices in multiple subject areas.
2.11 Communicates essential beliefs about student learning and achievement.
2.12 Demonstrates knowledge of curriculum and effective pedagogical strategies.
2.13 Has a repertoire of supervisory skills to improve teaching and learning

3.0 Managing the Learning Environment – High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient,
Legal, and effective learning environment.

Educational Leadership Program Indicators

3.1 Engages in organizational planning.
3.2 Understands the district’s fiscal operating procedures.
3.3 Is aware of leadership styles and their impact in an organization.
3.4 Demonstrates competencies to create a positive learning environment.
3.5 Communicates effectively orally and in writing.
3.6 Constructs a school budget that prioritizes instruction and student achievement.
3.7 Is aware of the importance of facility monitoring for safety.
3.8 Knowledgeable of federal and state laws related to education and school operations.
3.9 Knowledgeable of federal and state laws related to special education.
3.10 Demonstrates competence in managing organizational conflict.
3.11 Is knowledgeable of the Florida Education Finance System.

4.0 Community and Stakeholder Partnerships – High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

Educational Leadership Program Indicators

4.1 Understands the importance of internal and external publics.
4.2 Interacts with community leaders.
4.3 Plans for school and community relations.
4.4 Identifies community agencies for collaboration efforts.
4.5 Understands the importance of business partnerships.
4.6 Provides opportunities for parent involvement.
4.7 Understands the need to work cooperatively with all stakeholders.
4.8 Demonstrates a concern for school image.
4.9 Involves stakeholders in decision making.
4.10 Identifies community resources to support the school.

5.0 Decision Making Strategies – High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

Educational Leadership Program Indicators

5.1 Considers the impact of decisions on stakeholders.
5.2 Employs a rational problem-solving decision-making model.
5.3 Understands that decision making has unanticipated consequence.
5.4 Understands that events and problems can have a variety of explanations.
5.5 Employs problem solving techniques.
5.6 Uses data to inform decision making.
5.7 Involves others in the decision making process.
5.8 Supports student learning when making curricular and instructional decisions.
5.9 Recognizes time as an important variable in decision making.

6.0 Diversity – High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

Educational Leadership Program Indicators

6.1 Interacts effectively with various audiences and diverse populations.
6.2 Understands the implications of a diverse school staff.
6.3 Understands the instructional needs of students from various cultural
6.4 Understands how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization.
6.5 Supports diverse perspectives in the teaching and learning environment.
6.6 Understands the instructional needs of a diverse student population.

7.0 Technology – High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

Educational Leadership Program Indicators

7.1 Understands how to facilitate the integration of technology into the teaching and learning environment.
7.2 Uses technology as a personal productivity and instructional tool.
7.3 Understands the role of technology in the teaching and learning process.
7.4 Is informed about research based instructional software.
7.5 Understands teachers need for professional development in technology.
7.6 Is aware of hardware requirements necessary to use software.
7.7 Plans for acquisition of technology (hardware/software) in the school.
7.8 Understands the change process related to innovation.

8.0 Learning, Accountability, and Assessment – High Performing Leaders monitor the success of all candidates in the learning environment, align the curriculum, instruction, and assessment processes to promote effective candidate performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

Educational Leadership Program Indicators

8.1 Has high expectations for students and staff.
8.2 Makes curriculum decisions based upon data and research.
8.3 Makes instructional decisions based upon student achievement outcomes.
8.4 Uses data to assess and monitor student achievement.
8.5 Ensures curriculum and instruction alignment with standards.
8.6 Uses multiple sources of data to inform decision making, curriculum and instructional improvement.
8.7 Demonstrates an understanding of the methods and principles of program evaluation.
8.8 Demonstrates ability to evaluate instructional strategies and materials.
8.9 Uses diagnostic tools to assess student progress and improve instruction.
8.10 Identifies strategies to improve student achievement.

9.0 Human Resource Development – High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

Educational Leadership Program Indicators

9.1 Demonstrates an understanding of the major aspects of the Human Resource Function (recruitment, selection, induction, appraisal, compensation, employment continuity, development, and collective bargaining).
9.2 Demonstrates an understanding of the Human Resource Function in the operation of the district and school.
9.3 Recognizes that the Human Resource Function exists to achieve district and school goals.
9.4 Demonstrates an understanding of collective bargaining and its contractual features.
9.5 Understands the legal parameters for the operation of the Human Resource
Function.

10.0 Ethical Leadership – High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

Educational Leadership Program Indicators

10.1 Understands that ethics is central to leadership.
10.2 Makes decisions based on the legal, moral and ethical principles.
10.3 Applies ethical and legal principles when using technology in the teaching and learning environment.
10.4 Has a personal code of ethics that embraces diversity, integrity, and the dignity of all people
10.5 Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory policies.
10.6 Applies ethical considerations to decision making.

Florida Educational Leadership Examination Subtest Standards and Competency Indicators

Subtest 1 Instructional Leadership

1. Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process.
   (1) Given a scenario, assess the curriculum and schoolwide professional development needs of an instructional program.
   (2) Given a set of school data, identify appropriate objectives and strategies for developing, implementing, assessing, and revising a school improvement plan.
   (3) Given a school data set, determine an appropriate instructional improvement strategy.
   (4) Identify functions and implications of various curriculum designs.
   (5) Given grade-level data on reading, identify strategies to align curriculum, instruction, and assessment.

2. Knowledge of instructional leadership standard as related to research-based best practices.
   (1) Given school-based student assessment data on reading performance, identify research-based reading instruction to improve student achievement.
   (2) Given school-based student assessment data on reading performance, identify instructional strategies to facilitate students’ phonemic awareness, phonics, fluency, vocabulary, and reading comprehension throughout the content areas.
   (3) Given a scenario, which may include data, identify programs or initiatives that are research based to integrate reading, writing, and mathematics across all subject areas to increase student achievement.
   (4) Given a description of recurring problems in student performance in a content area, select strategies for engaging teachers in ongoing study of current best practices.
   (5) Identify scientifically based research applications to effective teaching and learning methods.
   (6) Identify practices in teacher planning, instructional organization, and classroom management that enhance student learning and achievement.
   (7) Identify instructional delivery methods that enhance student learning and achievement.

3. Knowledge of instructional leadership standard as related to school culture.
   (1) Given data from a school climate survey, identify appropriate strategies for improving student learning.
   (2) Given data from a school climate survey, identify factors contributing to morale and performance.
4. Knowledge of instructional leadership standard as related to instructional design, teaching, and learning.
   (1) Given taxonomy of learning, identify instructional objectives to facilitate varying levels of learning.
   (2) Identify age-appropriate learning strategies based on principles of human growth and development.
   (3) Identify practices for evaluating the appropriateness of instructional strategies.
   (4) Identify practices for evaluating the appropriateness of instructional materials.

5. Knowledge of instructional leadership standard as related to instructional program for students with special needs.
   (1) Given student special needs characteristics in a specific classroom and walk-through observation notes, identify an appropriate instructional adaptation/modification to provide for students with special needs in that classroom.
   (2) Given an IEP, determine whether or not provisions made are adequate to meet student needs.

6. Knowledge of instructional leadership standard as related to federal and State law in education and schooling.
   (1) Given a scenario, identify the State requirements for students to participate in interscholastic or extracurricular student activities.
   (2) Given a scenario, identify employee and student rights and responsibilities under federal statutes.

7. Knowledge of managing the learning environment standard as related to tort and contract liability in the operation of Florida public schools.
   (1) Given a scenario, identify legal standards of negligent tort liability applicable to school employees and districts.
   (2) Given a scenario, identify legal standards of intentional tort liability applicable to school employees and districts.
   (3) Given a scenario, identify legal standards that are applicable to site administrators in negotiating contracts for goods and services.

8. Knowledge of managing the learning environment standard as related to funding of Florida schools.
   (1) Given an FTE report, identify, interpret, and apply each formula factor used in computing the Florida Education Finance Program allocation.
   (2) Given a school budget, identify funding categories available to a school beyond the Florida Education Finance Program allocation.
   (3) Given a school budget, identify or apply the processes of planning, developing, implementing, and evaluating a budget.

9. Knowledge of managing the learning environment standard as related to financial accounting and auditing.
   (1) Given an FTE audit report (e.g., State, district, or school), identify categories that are out of compliance with Florida Statutes (e.g., attendance records, teacher certification, vocational time cards, ESE and ESOL student records).
   (2) Given a school internal funds audit report, identify violations of the State Board of Education policies and procedures for the administration and accounting of internal funds (e.g., fund-raisers, purchases, monthly financial reports, bonding of the treasurer).

10. Knowledge of managing the learning environment standard as related to facilities management.
    (1) Given a State request for a school room utilization update, identify the requirements of the Florida Inventory of School Houses as specified in Florida Statutes (e.g., space requirements for ESE, vocational courses, class size...
11. Knowledge of managing the learning environment standard as related to student services.
   (1) Given a school guidance report, determine compliance with Florida Statutes.
   (2) Given a faculty handbook, identify the duties of school administrators governing student discipline and school safety per Florida Statutes (e.g., zero tolerance, discipline of exceptional students, emergency management plan, Student Code of Conduct).
   (3) Given a parent request to administer medication, identify the guidelines in Florida Statutes regulating the administration of prescribed medications to students by public school employees.

12. Knowledge of managing the learning environment standard as related to student and parental rights.
   (1) Given the student-parent handbook, determine compliance with Florida Statutes governing parents’ rights and responsibilities and/or students’ rights and privacy to access student educational records (e.g., deny, release, challenge content, FERPA).
   (2) Given a scenario, identify standards and procedures applicable to United States Citizenship and Immigration Services and students attending public schools.

13. Knowledge of managing the learning environment standard as related to federal law for education and schooling.
   (1) Given a scenario, identify exceptional education entitlements, equal access for students and staff with disabilities, and related rights under federal statutes.

   (1) Given a scenario, identify legal standards and procedures applicable to school accountability legislation.
   (2) Given a scenario, identify the standards and procedures applicable to the META Consent Decree.

15. Knowledge of learning, accountability, and assessment standard as related to measurement of effective student performance.
   (1) Given data (e.g., national, state, district, school, classroom, individual student), analyze student achievement.
   (2) Given a scenario, determine aspects of adequate progress of the lowest 25% in reading and mathematics at the school level.

   (1) Given a scenario, identify the appropriate type of formal assessment instrument (e.g., norm referenced, criterion referenced) to determine student strengths and needs.
   (2) Given a scenario, identify the appropriate informal assessment instrument (e.g., observations, checklists, inventories, interviews) to determine student strengths and needs.

17. Knowledge of learning, accountability, and assessment standard as related to diagnostic tools to assess, identify, and apply instructional improvement.
   (1) Given a data set of reading test results for students in ESE or ESOL, identify diagnostic tools appropriate for assessing student learning needs.
   (2) Given a data set of reading test results for students in ESE or ESOL, identify appropriate instructional strategies to improve student performance in reading.
Subtest 2 Operational Leadership

1. **Knowledge of technology standard in the use of technology for teaching and learning.**
   (1). Given a technology plan, identify hardware, software, and related technologies appropriate to design and delivery of instruction.
   (2). Given a technology plan to integrate technology to improve student performance in a subject area, identify appropriate technology applications to address student performance needs.

2. **Knowledge of technology standard related to school operations.**
   (1). Given a school technology plan, assess compliance with State technology goals (e.g., copyright law, Internet usage, digital learning environment, instructional leadership, Florida’s digital educators, access to technology, infrastructure, support).
   (2). Given a scenario, select computer hardware and software appropriate to school operations.
   (3). Given a scenario, identify components of a technology infrastructure related to school and student safety.
   (4). Given a scenario, select Web-based communication applications.
   (5). Given a scenario, select presentation software applications.

3. **Knowledge of human resource development standard as related to recruitment, selection, induction, and retention of staff.**
   (1). Given policies for teacher recruitment, selection, induction, professional development, and retention, determine compliance with Florida Statutes and No Child Left Behind legislation.
   (2). Given an out-of-field teacher report, identify various methods for acquiring Florida Teacher Certification (e.g., highly qualified teachers, critical shortage, special needs).
   (3). Given a sample of an interview, identify violations of federal and State laws that protect an applicant from job discrimination (e.g., AIDS, civil rights, Americans with Disability Act).

4. **Knowledge of human resource development standard as related to performance assessment procedures.**
   (1). Given an instructional assessment instrument, determine compliance with Florida Statutes and State Board regulations for employee evaluation (i.e., management of students, maintenance of discipline, knowledge of subject matter, pay for performance, use of technology, and criteria for continual improvement)
   (2). Given an unsatisfactory performance evaluation, identify the Florida statutory requirements to facilitate employee growth (i.e., the performance improvement plan, notification of deficiencies, conference for the record).
   (3). Given an individual professional development plan, determine compliance with Florida Statutes governing the School Community Professional Development Act (i.e., requirement to establish and maintain an Individual Professional Development Plan for each teacher).

5. **Knowledge of human resource development standard as related to managing personnel records.**
   (1). Given a sample of content from an employer’s personnel file, determine compliance with Florida Statutes governing personnel files.
   (2). Given public information requests, determine compliance with Florida Statutes governing access to personnel files and records (e.g., medical records, complaints related to investigation, payroll deduction records, Social Security numbers).

6. **Knowledge of human resource development standard as related to processes and procedures for discipline, dismissal, and nonrenewal of
school employees.
(1) Given a recommendation to terminate an employee’s contract, identify the
school site administrator’s responsibilities regarding termination as required in
Florida Statutes (e.g., union contract, professional service contract, annual
contract, continuing contract).
(2) Given case studies with accompanying documentation, identify and apply
the Standard of Just Cause for any adverse employment decision as required by
Florida Statutes (e.g., dismissal, suspension, demotion, reinstatement).

7. Knowledge of human resource development standard as related to
collective bargaining agreements.
(1.) Given a collective bargaining agreement, identify the role of the
administrator in managing the contract per Florida Statutes (e.g., grievances,
school policies, enforcement, and punitive actions related to all classifications
of school personnel).

8. Knowledge of human resource development standard as related to data
analysis.
(1) Given school or classroom data, analyze teacher performance over time.

9. Knowledge of human resource development standard as related to State
law for education and schooling.
(1) Given a scenario, identify standards and procedures applicable to State
certification, selection, evaluation, discipline, and reappointment of school
district employees.

10. Knowledge of ethical leadership standard as related to ethical conduct.
(1) Given the Code of Ethics of the Education Profession in Florida, identify
violations of ethical conduct as stated in Florida Statutes (e.g., conviction of a
crime involving moral turpitude; gross insubordination; misconduct in office;
egregious neglect of obligations to students, public, school personnel).

11. Knowledge of ethical leadership standard as related to federal and
State law for education and schooling.
(1) Given a scenario, identify judicially recognized rights and responsibilities
guaranteed under the Constitution (e.g., First, Fourth, Fourteenth Amendments)
(2) Given a scenario, identify the statutory powers and duties of the Florida
Board of Education, Commissioner of Education, local school boards,
superintendents, and principals.
(3). Given a situation, identify standards and procedures of State administrative
law, public disclosure, record keeping, and child welfare.

12. Knowledge of decision-making strategies standard as related to federal
and/or State law for education and schooling.
(1) Given a scenario, identify standards and procedures applicable to federal
and/or State statutory provisions for accomplished practices, pupil progression,
compulsory school attendance, sexual harassment, charter schools, alternative
schools, safe schools, curricula, and facilities.

13. Knowledge of decision-making strategies standard as related to change.
(1) Apply current concepts of leadership (e.g., systems theory, change theory,
situational leadership, visionary leadership, transformational leadership,
learning organizations).
(2) Select examples of organizational conditions or leadership actions that
create positive attitudes toward change.

14. Knowledge of decision-making strategies standard as related to data
analysis.
(1) Given school data, perform procedural measures for school grade
calculation.
(2) Given a school improvement plan, identify criteria for learning gains of
varying subgroups using disaggregated data.

**Subtest 3: School Leadership**

1. **Knowledge of community and stakeholder partnerships standard as related to community relations.**
   (1) Select strategies to promote community cooperation and partnerships.

2. **Knowledge of community and stakeholder partnerships standard as related to assessment instruments and their applications.**
   (1) Given an audience, interpret standardized test results (e.g., percentiles, stanines, raw scores, scale scores).

3. **Knowledge of community and stakeholder partnerships standard as related to State law for education and schooling.**
   (1) Given a situation, identify reporting procedures of the Florida Department of Law Enforcement’s Missing Children program.
   (2) Given a scenario, interpret school advisory committee requirements as identified in State statutes.

4. **Knowledge of community and stakeholder partnerships standard as related to student services.**
   (1) Given case studies of students with disabilities, identify the accommodations and services required per Florida Statutes (e.g., diagnostic and learning resource centers, ADA facilities, interagency support services).

5. **Knowledge of community and stakeholder partnerships standard as related to student and parental rights and responsibilities.**
   (1) Given the student-parent handbook, identify rights and responsibilities of students, parents, and guardians per Florida Statutes (i.e., notification, due process hearings, student academic progress, school choice preference, health examinations/immunizations, student academic improvement plan, truancy procedures, instructional materials).

6. **Knowledge of diversity standard as related to federal and State law for education and schooling and organizational communication.**
   (1) Given a scenario, apply legal interpretations of the purpose and intent of federal statutes related to equal access and the prohibition of all forms of discrimination in public schools.
   (2) Given a scenario, identify effective, research-based communication strategies.

7. **Knowledge of vision standard that works to relate State standards, the needs of the students, the community, and the goals of the school.**
   (1) Identify effective strategies for communicating relevant information about State standards, student needs, community needs, and the goals of the school to appropriate stakeholders.
   (2) Identify effective strategies for communicating relevant information about the instructional program to the community, staff, and district personnel.
   (3) Identify practices and implications of effective communication and interpersonal relationships.

8. **Knowledge of vision standard as related to data analysis.**
   (1) Given school data, develop and organize a school action plan that includes methods and approaches to communicate the need for the plan to teachers, students, and the community.

9. **Effective writing and data analysis for a school-based application.**
   (1) Given a scenario including data, analyze, interpret, and evaluate data for a specific target audience.
ELCC Standards

Standard 1.0 Candidate who completes the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

2.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing and effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plan for staff.

3.0 Standard 3.0—Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Program Expected Outcomes

1.0 Vision – High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

SECTION III_ FAMOUS SIX STEPS

EXPECTED EDUCATIONAL OUTCOME #1

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<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
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<td>1.0 Vision – High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.</td>
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<td>1. Ninety percent (90%) of candidates will pass the Master’s Comprehensive Examination on the first administration.</td>
</tr>
<tr>
<td></td>
<td>2. One hundred percent (100%) candidates will pass the Florida Education Leadership Examination prior to graduation.</td>
</tr>
<tr>
<td></td>
<td>3. Eighty (80%) of the candidates will score B (80%) or better on Master's degree program Vision standard course requirements (specified in course syllabi and as Livetext Artifacts).</td>
</tr>
</tbody>
</table>

|        | **Indirect Measure(s)** |
|        | 1. Ninety percent (90%) of the candidates will receive a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument. |
|        | 2. Ninety percent (90%) of the candidates will fulfill the requirements of the Internship Working Agreement. |
3. Eighty (80%) of employers will rate items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. Eighty (80%) of candidates will rate items in Part III Section C of the Program Completer’s Satisfaction Survey as Very Good or Excellent.

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Measure Performance Using Direct and Indirect Methods of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Direct Measure(s)</strong></td>
</tr>
<tr>
<td></td>
<td>1. Comprehensive Examination.</td>
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<td>2. Florida Educational Leadership Examination</td>
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<tr>
<td></td>
<td><strong>Portfolio Artifact</strong></td>
</tr>
<tr>
<td></td>
<td>Standards CF 1.1,3.3, 6.4/ELCC 1.1 a, b, 1.2 a/FELS 1.1, 3.5</td>
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<td><strong>Indirect Measure(s)</strong></td>
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<tr>
<td></td>
<td>1. Supervising Administrator Performance Appraisal</td>
</tr>
<tr>
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<td>2. Internship Working Agreement</td>
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<td>3. Employer Satisfaction Survey for Graduates</td>
</tr>
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<td>4. Program Completer’s Satisfaction Survey</td>
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<tr>
<th>Step 4</th>
<th>Observe and Summarize Results</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Direct Measure(s)</strong></td>
</tr>
<tr>
<td></td>
<td>1. Twenty-four candidates (100%) passed the program administered Comprehensive Examination on the first administration Spring 2009.</td>
</tr>
<tr>
<td></td>
<td>2. All candidates (100%) passed the Florida Educational Leadership Examination administered January – May 2009.</td>
</tr>
<tr>
<td></td>
<td>3. ___ candidates (%) received a score equivalent to a “B” (80%) on the Vision standard.</td>
</tr>
<tr>
<td></td>
<td><strong>Portfolio Artifact</strong></td>
</tr>
<tr>
<td></td>
<td>Standards CF 1.1,3.3, 6.4/ELCC 1.1 a, b, 1.2 a/FELS 1.1, 3.5</td>
</tr>
<tr>
<td></td>
<td>[This course was taught by an adjunct and no data were received at the time of reporting]</td>
</tr>
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<td><strong>Indirect Measure(s)</strong></td>
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<tr>
<td></td>
<td>1. All candidates (100%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.</td>
</tr>
<tr>
<td></td>
<td>2. All candidates (100%) fulfilled the requirements of the Internship Working Agreement.</td>
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<td></td>
<td>3. All employers (100%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.</td>
</tr>
<tr>
<td></td>
<td>4. ____ percent (%) of candidates rated items in Part III Section C of the Program Completer’s Satisfaction Survey as Very Good or Excellent.</td>
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<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Achievement outcomes were communicated to candidates using the program approved assessment grading form. The vision course requirement and its components were reviewed with candidates in order to clarify understanding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 6</th>
<th>Strengthen Program (Action Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review and update course content to reflect best practices in instructional leadership. Access most recent legislation related to school leadership for incorporation into program offerings. Continue to use the vision assignment as a key for building candidates' competency in this area of school leadership.</td>
</tr>
</tbody>
</table>

**SECTION III_ FAMOUS SIX STEPS**
### EXPECTED EDUCATIONAL OUTCOME #2

| Step 1 | Formulate Outcome | 2.0 Instructional Leadership – High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to candidate learning, especially in the area of reading and other foundational skills. |

| Step 2 | Ascertain Criteria for Success | **Direct Measure(s)** |
|        |                             | Program Assessments |
|        |                             | 1. 90% of Candidates will pass the Master’s Comprehensive Examination on the first administration. |
|        |                             | 2. 100% candidates will pass the Florida Education Leadership Examination prior to graduation. |
|        |                             | 3. 80% of the candidates will score B (80%) or better on Master's degree program Instructional Leadership course requirements (see course syllabi and Livetext Artifacts). |

<table>
<thead>
<tr>
<th>Indirect Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 90% of the candidates will receive a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.</td>
</tr>
<tr>
<td>2. 90% of the candidates will fulfill the requirements of the Internship Working Agreement.</td>
</tr>
<tr>
<td>3. 80% of employers will rate items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.</td>
</tr>
<tr>
<td>4. 80% of candidates will rate items in Part III Section C of the Program Completer’s Satisfaction Survey as Very Good or Excellent.</td>
</tr>
</tbody>
</table>

| Step 3 | Measure Performance Using Direct and Indirect Methods of Assessment | **Direct Measure(s)** |
|        |                                             | 1. Comprehensive Examination. |
|        |                                             | 2. Florida Educational Leadership Examination |

<table>
<thead>
<tr>
<th>Portfolio Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifact 19 Research Paper. Course: EDA 5193 CF 4.1, 5, 6.1, 4/ELCC 1.1-4, 2.2a,b,c, 2.3a,c, 3.1a/FELS 1.1-1.4, 2.1-2.13, 5.2,3,5-8, 7.1, 2,3,5, 8.1-8.10, 10.1/FEAP 3.9, 3.13, 5.2, 7.3, 9.3</td>
</tr>
<tr>
<td>Artifact 20. Article Critique (Instructional Leadership). EDA 5193 CF 4.1, 5, 6.1, 4/ELCC 1.1-4, 2.2a,b,c, 2.3a,c, 3.1a/FELS 1.1-1.4, 2.1-2.13, 5.2,3,5-8, 7.1, 2,3,5, 8.1-8.10, 10.1/FEAP 3.9, 3.13, 5.2, 7.3, 9.3</td>
</tr>
<tr>
<td>Artifact 21. Data Driven Decision Making Project. Course EDA 5193 CF 4.1, 5, 6.1, 4/ELCC 1.1-4, 2.2a,b,c, 2.3a,c, 3.1a/FELS 1.1-1.4, 2.1-2.13, 5.2,3,5-8, 7.1, 2,3,5, 8.1-8.10, 10.1/FEAP 3.9, 3.13, 5.2, 7.3, 9.3</td>
</tr>
<tr>
<td>Artifact 24: Interview. Course EDA 5195 Standards CF 4.5, 5.1/ELCC 3.1a, 6.1a/FELS 3.2, 3.8/FEAP 11</td>
</tr>
<tr>
<td>Artifact 29. Decision Making Scenario. Course: EDG 6250 Standards CF 1.2, 4.1, 6.2/ELCC 2.2a, b, 2.3a-c/FELS 2.1-2.13, 8.1-8.10/FEAP Human Development &amp; Learning 7.2, 3</td>
</tr>
</tbody>
</table>
## Step 4: Observe and Summarize Results

**Indirect Measure(s)**
1. Supervising Administrator Performance Appraisal
2. Internship Working Agreement
3. Employer Satisfaction Survey for Graduates
4. Program Completer’s Satisfaction Survey

**Direct Measure(s)**
1. Twenty-four candidates (100%) passed the program administered Comprehensive Examination on the first administration Spring 2009.
2. All candidates (100%) passed the Florida Educational Leadership.
3. Eighty (80%) of the candidates earned a score B (80%) or better on Master's degree program Instructional Leadership course requirements

### Observations

**EDA 5193. Artifact 19 Research Paper.**
Eighty-five percent of candidates earned a “B” on this course assignment.

**EDA 5193. Artifact 20. Article Critique (Instructional Leadership).**
Eighty-five percent of candidates earned an A or A- on the article review assignment.

No data were reported by faculty member regarding this course assignment.

**EDA 5195. Artifact 23: Article Critique (Instructional Leadership).**
Course was not taught Spring 2009

**EDA 5195. Artifact 24: Interview. Course was not taught Spring 2009.**

**EDA 5195. Curriculum Innovation Project. Course was not taught Spring 2009**

Four candidates (67%) earned and “A” for this course requirement. Two candidates (33%) earned a “B” for this course requirement.

**EDG 6250. Artifact 29. Decision Making Scenario. Course**
Three candidates (50%) earned an “A” for this course requirement. Three candidates (50%) earned a “B” for this course requirement.

**EDG 6250. Artifact 30. Article Critique.**
One candidate (17%) earned an “A” for this course requirement. Three candidates (50%) earned a “B” for this course requirement. Two candidates (33%) earned a “C” for this course requirement.

**Indirect Measure(s)**
1. All candidates (100%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.
2. All candidates (100%) fulfilled the requirements of the Internship Working Agreement.
3. All employers (100%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. ____ percent ( %) of candidates rated items in Part III Section C of the Program Completer’s Satisfaction Survey as Very Good or Excellent.

Step 5  
Use of Results for Improvement (Implemented)  
Achievement outcomes were communicated to candidates using the program approved assessment grading form. The vision course requirement and its components were reviewed with candidates in order to clarify understanding.

Step 6  
Strengthen Program (Action Plan)  
Review and update course content to reflect best practices in instructional leadership. Access most recent legislation related to school leadership for incorporation into program offerings. Continue to use present assignments in order to build candidates’ competency in instructional leadership.

SECTION III_ FAMOUS SIX STEPS

EXPECTED EDUCATIONAL OUTCOME #3

Step 1  
Formulate Outcome  
3.0 Managing the Learning Environment – High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

Step 2  
Ascertain Criteria for Success  
Direct Measure(s)
Program Assessments

1. 90% of Candidates will pass the Master’s Comprehensive Examination on the first administration.
2. 100% candidates will pass the Florida Education Leadership Examination prior to graduation.
3. 80% of the candidates will score B (80%) or better on Master's degree program Managing the Learning Environment course requirements (as specified in syllabi as College Livetext Artifacts).

Indirect Measure(s)

1. 90% of the candidates will receive a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.
2. 90% of the candidates will fulfill the requirements of the Internship Working Agreement.
3. 80% of employers will rate items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. 80% of candidates will rate items in Part III Section C of the Program Completer’s Satisfaction Survey as Very Good or Excellent.

Step 3  
Measure Performance Using Direct and Indirect Methods of Assessment  
Direct Measure(s)
1. Comprehensive Examination.
2. Florida Educational Leadership Examination

Program Assessments
Artifact 16: Article Critique Managing the Learning Environment.
Course EDA 5510/5530.
Standards CF 4.5, 5.1/NCATE .2.2 a ,FELE Communications G2-7/ Leadership D1-2, E1-4, Management B1-4, D1-4, E1-2, FELS 3.4, 3.5, 3.9, 3.10, 4.1 FEAP Knowledge of Subject Matter 8.4, Role of the Professional 11.10
### Step 4: Observe and Summarize Results

**Direct Measure(s)**

1. Twenty-four candidates (100%) passed the program administered Comprehensive Examination on the first administration Spring 2009.
2. All candidates (100%) passed the Florida Educational Leadership.
3. _____ candidates received a score equivalent to a “B” (80%) or better on Master's degree program Managing the Learning Environment course requirements.

**Indirect Measure(s)**

- EDA 5510/5530. Artifact 16: Article Critique Managing the Learning Environment. [This course was taught by an adjunct. No data were reported for this course assignment by the due date.]
- EDA 5201. Artifact 32: School Budget Project. This course was not offered Spring 2009.

### Step 5: Use of Results for Improvement (Implemented)

Achievement outcomes were communicated to candidates using the program approved assessment grading form. The managing the learning environment course requirement and its components were reviewed with candidates in order to clarify understanding.

### Step 6: Strengthen Program (Action Plan)

Review and update course content to reflect best practices in instructional leadership. Access most recent legislation related to school leadership for incorporation into program offerings. Continue to use present assignments in order to build candidates' competency in instructional leadership.

### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED EDUCATIONAL OUTCOME #4

4.0 Community and Stakeholder Partnerships – High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

#### Step 1: Formulate Outcome

- Program Assessments
  1. 90% of Candidates will pass the Master’s Comprehensive Examination on the first administration.
  2. 100% candidates will pass the Florida Education Leadership
3. 80% of the candidates will score B (80%) or better on Master's degree program Community and Stakeholder Partnership course requirements (see course syllabi and Livetext Artifacts).

**Indirect Measure(s)**
1. 90% of the candidates will receive a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.
2. 90% of the candidates will fulfill the requirements of the Internship Working Agreement.
3. 80% of employers will rate items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. 80% of candidates will rate items in Part III Section C of the Program Completer’s Satisfaction Survey as Very Good or Excellent.

### Step 3
**Measure Performance Using Direct and Indirect Methods of Assessment**

**Direct Measure(s)**
1. Comprehensive Examination.
2. Florida Educational Leadership Examination

**Program Assessments**
Standards CF 4.5, 5.1/NCATE .2.2 a FELE Communications G2-7/Leadership D1-2, E1-4, Management B1-4, D1-4, E1-2.FELS 3.4, 3.5, 3.9, 3.10, 4.1 FEAP Knowledge of Subject Matter 8.4, Role of the Professional 11.10

Artifact 18: Memo (Parents). Course EDA 5210/EDA 5530.
Standards NCATE 1.1a, 7.3a/FELS 1.1-4, 3.5, /FEAP Communication 2.10, Role of the Professional 11.10

Standards CF 1.1, 3.2, 6.4/NCATE  3.3b, 4.1e, 4.1h, 4.3a, 6.2a/FELS 4.6, 4.7, 4.8, 4.9/FEAP 11

**Indirect Measure(s)**
1. Supervising Administrator Performance Appraisal
2. Internship Working Agreement
3. Employer Satisfaction Survey for Graduates
4. Program Completer’s Satisfaction Survey

### Step 4
**Observe and Summarize Results**

**Direct Measure(s)**
1. Twenty-four candidates (100%) passed the program administered Comprehensive Examination on the first administration Spring 2009.
2. All candidates (100%) passed the Florida Educational Leadership.
3. ______ candidates received a score equivalent to a “B” (80%) or better on Master's degree program Community and Stakeholder Partnership course requirements.

EDA 5510/5530. Artifact 18: Memo (Parents). [This course was taught by an adjunct. Data were not reported by the due date]

EDA 5195. Artifact 22: School and Community Stakeholder Initiative. This course was not offered Spring 2009.

**Indirect Measure(s)**
1. All candidates (100%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.
2. All candidates (100%) fulfilled the requirements of the Internship Working Agreement.
3. All employers (100%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. _____ percent (%) of candidates rated items in Part III Section C of the Program Completer's Satisfaction Survey as Very Good or Excellent.

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Achievement outcomes were communicated to candidates using the program approved assessment grading form. The community and stakeholder partnerships course requirement and its components were reviewed with candidates in order to clarify understanding.</td>
</tr>
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<table>
<thead>
<tr>
<th>Step 6</th>
<th>Strengthen Program (Action Plan)</th>
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<tbody>
<tr>
<td></td>
<td>Review and update course content to reflect best practices in instructional leadership. Access most recent legislation related to school leadership for incorporation into program offerings. Continue to use present assignments in order to build candidates' competency in school leadership.</td>
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**SECTION III_ FAMOUS SIX STEPS**

**EXPECTED EDUCATIONAL OUTCOME #5**

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<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
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<tbody>
<tr>
<td></td>
<td>5.0 Decision Making Strategies – High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.</td>
</tr>
</tbody>
</table>

**Step 2**

**Ascertain Criteria for Success**

**Direct Measure(s)**

- Program Assessments
  1. 90% of Candidates will pass the Master’s Comprehensive Examination on the first administration.
  2. 100% candidates will pass the Florida Education Leadership Examination prior to graduation.
  3. 80% of the candidates will score B (80%) or better on Master's degree program Decision Making Strategies course requirements (see course syllabi and Livetext Artifacts).

**Indirect Measure(s)**

1. 90% of the candidates will receive a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.
2. 90% of the candidates will fulfill the requirements of the Internship Working Agreement.
3. 80% of employers will rate items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. 80% of candidates will rate items in Part III Section C of the Program Completer’s Satisfaction Survey as Very Good or Excellent.

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<tr>
<td></td>
<td>1. Comprehensive Examination.</td>
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<tr>
<td></td>
<td>2. Florida Educational Leadership Examination Results</td>
</tr>
</tbody>
</table>

**Portfolio Artifacts**

Artifact 16: Article Critique (Decision Making). Course EDA 5510 or EDA 5530.
- Standards CF 4.5, 5.1/NCATE 1.1A, B, 1.2 A-C, 1.3A, B, 1.4A-C, 1.5A, B, 3.1C, 4.2A, 5.1A, 5.2A, 6.2A, 6.3A-C, 7.2A, FELE Communications G2-7/ Leadership D1-2, E1-4, Management B1-4, D1-4, E1-2, FELS 3.5, 4.1, 5.1, 5.7, 6.2, 10.4, 10.5, 10.7, 10.8/FEAP
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<td>Knowledge of Subject Matter 8.4, Role of the Professional 11.10.</td>
</tr>
<tr>
<td></td>
<td>Artifact. 21 Data Driven Decision Making Project. Course: EDA 5193 Standards CF 4.1, 5, 6.1, 4/NCATE 1.1-4, 2.2a,b,c, 2.3a,c, 3.1a/FELS 1.1-1.4, 2.1-2.13, 5.2,3,5-8, 7.1, 2.3,5, 8.1-8.10, 10.1/FEAP 3.9, 3.13, 5.2, 7.3, 9.3.</td>
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<td><strong>Indirect Measure(s)</strong></td>
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<td>2. Internship Working Agreement</td>
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<td></td>
<td>3. Employer Satisfaction Survey for Graduates</td>
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<td></td>
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<td></td>
<td>Achievement outcomes were communicated to candidates using the program approved assessment grading form. The decision making strategies course requirement and its components were reviewed with candidates in order to clarify understanding.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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<th>Strengthen Program (Action Plan)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Review and update course content to reflect best practices in instructional leadership. Access most recent legislation related to school leadership for incorporation into program offerings. Continue to use present assignments in order to build candidates' competency in school leadership.</td>
</tr>
</tbody>
</table>
### SECTION III_ FAMOUS SIX STEPS

**EXPECTED EDUCATIONAL OUTCOME #6**

<table>
<thead>
<tr>
<th>Step 1</th>
<th><strong>Formulate Outcome</strong></th>
<th>6.0 Diversity – High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 2</strong></td>
<td><strong>Ascertain Criteria for Success</strong></td>
<td><strong>Direct Measure(s)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program Assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. 90% of Candidates will pass the Master’s Comprehensive Examination on the first administration.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. 100% candidates will pass the Florida Education Leadership Examination prior to graduation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. 80% of the candidates will score B (80%) or better on Master's degree program Diversity course requirements (see course syllabi and College Livetext Artifacts).</td>
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<tr>
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<td></td>
<td><strong>Indirect Measure(s)</strong></td>
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<tr>
<td></td>
<td></td>
<td>1. 90% of the candidates will receive a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.</td>
</tr>
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<td></td>
<td>2. 90% of the candidates will fulfill the requirements of the Internship Working Agreement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. 80% of employers will rate items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.</td>
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<tr>
<td></td>
<td></td>
<td>4. 80% of candidates will rate items in Part III Section C of the Program Completer’s Satisfaction Survey as Very Good or Excellent</td>
</tr>
<tr>
<td><strong>Step 3</strong></td>
<td><strong>Measure Performance Using Direct and Indirect Methods of Assessment</strong></td>
<td><strong>Direct Measure(s)</strong></td>
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<tr>
<td></td>
<td></td>
<td>1. Comprehensive Examination.</td>
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<tr>
<td></td>
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<td>2. Florida Educational Leadership Examination Results</td>
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<tr>
<td></td>
<td></td>
<td><strong>Portfolio Artifact</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Artifact 34: Group Presentations. Course TSL 5700. Standards CF 1.1-1.5, 3.3, 4.1, 5.2, 6.4, NCATE 4.2B, D, 6.1F, FELE Leadership C4, Curriculum A4, C1, F5, Communication B2, FELS 6.0 Diversity, FEAP 1.0 Assessment, 5.0 Diversity, 6.0 Ethics, 8.0 Knowledge of Subject Matter.</td>
</tr>
<tr>
<td></td>
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<td>Artifact 35: Article Critiques Course TSL 5700. Standards CF 1.1-1.5, 3.3, 4.1, 5.2, 6.4/NCATE 4.2B, D, 6.1F,FELE Leadership C4, Curriculum A4, C1, F5, Communication B2,FELS 6.0 Diversity, FEAP 1.0 Assessment, 5.0 Diversity, 6.0 Ethics, 8.0 Knowledge of Subject Matter.</td>
</tr>
<tr>
<td></td>
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<td>Artifact 36: Philosophy for Educating ELL Statement. Course TSL 5700. Standards CF 1.1-1.5, 3.3, 4.1, 5.2, 6.4, NCATE 4.2B, D, 6.1F, FELE Leadership C4, Curriculum A4, C1, F5, Communication B2,FELS 6.0 Diversity, FEAP 1.0 Assessment, 5.0 Diversity, 6.0 Ethics, 8.0 Knowledge of Subject Matter.</td>
</tr>
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<td>1. Supervising Administrator Performance Appraisal</td>
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<td>3. Employer Satisfaction Survey for Graduates</td>
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<td>4. Program Completer’s Satisfaction Survey</td>
</tr>
</tbody>
</table>
### Observe and Summarize Results

#### Direct Measure(s)
1. Twenty-four candidates (100%) passed the program administered Comprehensive Examination on the first administration Spring 2009.
2. All candidates (100%) passed the Florida Educational Leadership.
3. _____ candidates received a score equivalent to a “B” (80%) or better on Master's degree program Diversity course requirements.

TSL 5700. Artifact 34: Group Presentations. [This course was taught by an adjunct. No data were reported for this course requirement.]

TSL 5700. Artifact 35: Article Critiques. [This course was taught by an adjunct. No data were reported for this course requirement.]

TSL 5700. Artifact 36: Philosophy for Educating ELL Statement. [This course was taught by an adjunct. No data were reported for this course requirement.]

#### Indirect Measure(s)
1. All candidates (100%) received a rating of 4 or 5 on the Supervising Administrator’s Performance Appraisal instrument.
2. All candidates (100%) fulfilled the requirements of the Internship Working Agreement.
3. All employers (100%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. _____ percent ( %) of candidates rated items in Part III Section C of the Program Completer’s Satisfaction Survey as Very Good or Excellent.

### Step 5 Use of Results for Improvement (Implemented)

### Step 6 Strengthen Program (Action Plan)

### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED EDUCATIONAL OUTCOME #7

**Formulate Outcome**

7.0 Technology – High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

**Direct Measure(s)**

Program Assessments
1. 90% of Candidates will pass the Master’s Comprehensive Examination on the first administration.
2. 100% candidates will pass the Florida Education Leadership Examination prior to graduation.
3. 80 % of the candidates will score B (80%) or better on Master's degree program Technology course requirements (see course syllabi and College Livetext Artifacts).

**Indirect Measure**

1. 90% of the candidates will receive a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.
2. 90% of the candidates will fulfill the requirements of the Internship Working Agreement.
3. 80% of employers will rate items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. 80% of candidates will rate items in Part III Section C of the Program Completer’s Satisfaction Survey as Very Good or Excellent

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<td><strong>Direct Measure(s)</strong></td>
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<td></td>
<td>1. Comprehensive Examination.</td>
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<td>2. Florida Educational Leadership Examination Results</td>
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<td></td>
<td><strong>Portfolio Artifacts</strong></td>
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<td></td>
<td>Artifact 8: Interview w/Principal Facilitating Integration of Technology into Teaching and Learning Paper. Course EDA 5275. Standards CF 2.1-2.7, ELCC 2.2C, 3.2A, 3.3C./FELS 7.0 Technology, 7.1, 7.2, 7.3, 7.7/FEAP 12.0 Technology.</td>
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<td>1. Twenty-four candidates (100%) passed the program administered Comprehensive Examination on the first administration Spring 2009.</td>
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<tr>
<td></td>
<td>2. All candidates (100%) passed the Florida Educational Leadership.</td>
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<tr>
<td></td>
<td>3. _____ candidates received a score equivalent to a “B” (80%) or better on Master's degree program Technology course requirements.</td>
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<tr>
<td></td>
<td>EDA 5275. Artifact 7: Spreadsheet and Database Exercises. 100% of students passed with better than an 80% on presentation/Spreadsheet/Word/Database assignment.</td>
</tr>
<tr>
<td></td>
<td>EDA 5275. Artifact 8: Interview w/Principal Facilitating Integration of Technology into Teaching and Learning Paper. [No data were presented for inclusion on this course requirement.]</td>
</tr>
<tr>
<td></td>
<td>EDA 5275. Artifact 9: Technology Project. 100% of students passed with better than an 80% on pass the Technology Plan evaluation assignment.</td>
</tr>
<tr>
<td></td>
<td><strong>Indirect Measure(s)</strong></td>
</tr>
<tr>
<td></td>
<td>1. All candidates (100%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.</td>
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<td>2. All candidates (100%) fulfilled the requirements of the Internship Working Agreement.</td>
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<td>3. All employers (100%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.</td>
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<td>4. _____ percent ( %) of candidates rated items in Part III Section C of the Program Completer’s Satisfaction Survey as Very Good or Excellent.</td>
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<tr>
<td>Step 5</td>
<td>Use of Results for Improvement (Implemented)</td>
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<tr>
<td>Step 6</td>
<td>Strengthen Program (Action Plan)</td>
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### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED EDUCATIONAL OUTCOME #8

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
<th>8.0 Learning, Accountability, and Assessment – High Performing Leaders monitor the success of all candidates in the learning environment, align the curriculum, instruction, and assessment processes to promote effective candidate performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.</th>
</tr>
</thead>
</table>

#### Step 2 | Ascertain Criteria for Success |

**Direct Measure(s)**

Program Assessments
1. 90% of Candidates will pass the Master’s Comprehensive Examination on the first administration.
2. 100% candidates will pass the Florida Education Leadership Examination prior to graduation.
3. 80% of the candidates will score B (80%) or better on Master's degree program Learning, Accountability, and Assessment course requirements (see course syllabi and College Livetext Artifacts).

**Indirect Measure(s)**
1. 90% of the candidates will receive a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.
2. 90% of the candidates will fulfill the requirements of the Internship Working Agreement.
3. 80% of employers will rate items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. 80% of candidates will rate items in Part III Section C of the Program Completer’s Satisfaction Survey as Very Good or Excellent

#### Step 3 | Measure Performance Using Direct and Indirect Methods of Assessment |

**Direct Measure(s)**
1. Comprehensive Examination.
2. Leadership portion of the FELE Examination

**Portfolio Artifacts**

Artifact 17. Interview with Principal. Course: EDA 5510/5530 Standards CF 3.1,5.7/NCATE 4.1 b, e, f, 5.3/FELE Leadership C1, 3.4/FELE 1.3, 3.3, 4.10, 5.7, 7.1-6, 7.8, 10.1-2, 6/FEAP Knowledge of Subject Matter 8.4, Learning Environments 9.4.3

Artifact 21. Data Driven Decision Making Project. Course: EDA 5193 Standards CF 4.1, 5, 6.1, 4/NCATE 1.1-4, 2.2a,b,c, 2.3a,c, 3.1a/FELES 1.1-1.4, 2.1-2.13, 5.2,3,5-8, 7.1, 2,3,5, 8.1-8.10, 10.1/FEAP 3.9, 3.13, 5.2, 7.3, 9.3.

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<tr>
<th>Step 4</th>
<th>Observe and Summarize Results</th>
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<tr>
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<td><strong>Indirect Measure(s)</strong></td>
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<td>1. Supervising Administrator Performance Appraisal</td>
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</tr>
<tr>
<td></td>
<td><strong>Direct Measure(s)</strong></td>
</tr>
<tr>
<td></td>
<td>1. Twenty-four candidates (100%) passed the program administered Comprehensive Examination on the first administration Spring 2009.</td>
</tr>
<tr>
<td></td>
<td>2. All candidates (100%) passed the Florida Educational Leadership.</td>
</tr>
<tr>
<td></td>
<td>3. _____ candidates received a score equivalent to a “B” (80%) or better on Master's degree program Learning, Assessment, and Accountability course requirements.</td>
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<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
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<tr>
<td></td>
<td>Achievement outcomes were communicated to candidates using the program approved assessment grading form. The learning, accountability, and assessment course requirement and its components were reviewed with candidates in order to clarify understanding.</td>
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<tr>
<th>Step 6</th>
<th>Strengthen Program (Action Plan)</th>
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<tbody>
<tr>
<td></td>
<td>Review and update course content to reflect best practices in instructional leadership. Access most recent legislation related to school leadership for incorporation into program offerings. Continue to use present assignments in order to build candidates' competency in technology leadership.</td>
</tr>
</tbody>
</table>

### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED EDUCATIONAL OUTCOME #9

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
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<tbody>
<tr>
<td></td>
<td>9.0 Human Resource Development – High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.</td>
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<tr>
<td>Step 2</td>
<td>Ascertain Criteria for Success</td>
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<tr>
<td>Direct Measure(s)</td>
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<tr>
<td>Program Assessments</td>
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<tr>
<td>1. 90% of Candidates will pass the Master’s Comprehensive Examination on the first administration.</td>
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</tr>
<tr>
<td>2. 100% candidates will pass the Florida Education Leadership Examination prior to graduation.</td>
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<tr>
<td>3. 80% of the candidates will score B (80%) or better on Master's degree program Human Resource Development course requirements (see course syllabi and Livetext Artifacts).</td>
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<tr>
<td>Indirect Measure(s)</td>
<td></td>
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<tr>
<td>1. 90% of the candidates will receive a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.</td>
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<tr>
<td>2. 90% of the candidates will fulfill the requirements of the Internship Working Agreement.</td>
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<tr>
<td>3. 80% of employers will rate items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.</td>
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<td>4. 80% of candidates will rate items in Part III Section C of the Program Completer’s Satisfaction Survey as Very Good or Excellent</td>
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<tr>
<td>1. Comprehensive Examination.</td>
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<tr>
<td>2. Florida Educational Leadership Examination Results</td>
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<tr>
<td>Portfolio Artifacts</td>
<td></td>
</tr>
<tr>
<td>Artifact 13: Interview w/ School District Personnel Officer. Course EDA 5222. Standards CF 3.1/NCATE 3.1 b, c, 3.2 a, 3.3 a, 5.1/FELS 9.1-5/FELE Personnel A1-6, B1, 2, C1, 2, D1-3, E1-3, F1-3, G1, 2/FEAP Ethics 6.1</td>
<td></td>
</tr>
<tr>
<td>Artifact 14: Field Experiences/Interview w/Principal. Course EDA 5222. Standards CF 3.1/NCATE 3.1 b, c, 3.2 a, 3.3 a, 5.1/FELE Personnel A1-6, E 1-2/FELS 9.1-5/FEAP Ethics 6.1</td>
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<td>Indirect Measure(s)</td>
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<td>Direct Measure(s)</td>
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<tr>
<td>1. Twenty-four candidates (100%) passed the program administered Comprehensive Examination on the first administration Spring 2009.</td>
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<tr>
<td>2. All candidates (100%) passed the Florida Educational Leadership.</td>
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<tr>
<td>3. ______ candidates received a score equivalent to a “B” (80%) or better on Master's degree program Human Resource Development course requirements.</td>
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</tr>
<tr>
<td>EDA 5222. Artifact 13: Interview w/ School District Personnel Officer. This course was not offered in Spring 2009.</td>
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</table>
EDA 5222. Artifact 14: Field Experiences/Interview w/Principal. This course was not offered in Spring 2009.

EDA 5222. Artifact 15: Resume’ Review, Interview Protocol, Collective Bargaining Agreement Analysis. This course was not offered in Spring 2009.

**Indirect Measure(s)**

1. All candidates (100%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.
2. All candidates (100%) fulfilled the requirements of the Internship Working Agreement.
3. All employers (100%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. ____ percent ( %) of candidates rated items in Part III Section C of the Program Completer's Satisfaction Survey as Very Good or Excellent.

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**SECTION III_ FAMOUS SIX STEPS**

**EXPECTED EDUCATIONAL OUTCOME #10**

<table>
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<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
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<tr>
<td></td>
<td>10.0 Ethical Leadership – High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.</td>
</tr>
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**Step 2**

**Ascertain Criteria for Success**

**Direct Measure(s)**

Program Assessments

1. 90% of Candidates will pass the Master’s Comprehensive Examination on the first administration.
2. 100% candidates will pass the Florida Education Leadership Examination prior to graduation.
3. 80% of the candidates will score B (80%) or better on Master's degree program Ethical Leadership course requirements (see course syllabi and Livetext Artifacts).

**Indirect Measure(s)**

1. 90% of the candidates will receive a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.
2. 90% of the candidates will fulfill the requirements of the Internship Working Agreement.
3. 80% of employers will rate items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. 80% of candidates will rate items in Part III Section C of the Program Completer’s Satisfaction Survey as Very Good or Excellent

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<tr>
<td></td>
<td>1. Comprehensive Examination.</td>
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<td></td>
<td>2. Florida Educational Leadership Examination Results</td>
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Portfolio Artifacts

Artifact 6. Case Studies (Ethical Leadership). Course: EDA 5051 Standards CF 4.5, 5.1, 5.3/NCATE 3.1 A, 6.1 A, C, 7.2 A,
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<td>Step 4</td>
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</tr>
<tr>
<td>Direct Measure(s)</td>
<td>1. Twenty-four candidates (100%) passed the program administered Comprehensive Examination on the first administration Spring 2009. 2. All candidates (100%) passed the Florida Educational Leadership. 3. _____ candidates received a score equivalent to a “B” (80%) or better on Master's degree program Ethical Leadership course requirements.</td>
</tr>
<tr>
<td>Indirect Measure(s)</td>
<td>EDA 5051. Artifact 6. Case Studies (Ethical Leadership). [This course was taught by an adjunct. No data were reported by the due date. EDA 5021. Artifact 33. Case Studies (Ethical Leadership). This course was not offered Spring 2009. EDA 5217. Artifact 12. Communications Research Paper (Ethical Leadership). This course was offered Spring 2009, however, data were not presented for this course requirement.</td>
</tr>
<tr>
<td>Step 5</td>
<td><strong>Use of Results for Improvement (Implemented)</strong></td>
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<tr>
<td>Step 6</td>
<td><strong>Strengthen Program (Action Plan)</strong></td>
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Indirect Measure(s)

1. All candidates (100%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument. 2. All candidates (100%) fulfilled the requirements of the Internship Working Agreement. 3. All employers (100%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied. 4. _____ percent ( %) of candidates rated items in Part III Section C of the Program Completer’s Satisfaction Survey as Very Good or Excellent.