FAMOUS ASSESSMENT PLANNING FORM

**Instructional Programs (IP)**

**SECTION I _GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Master’s Degree in Educational Leadership</th>
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<tbody>
<tr>
<td>College/School</td>
<td>College of Education</td>
</tr>
<tr>
<td>Contact Person(s)</td>
<td>Dr. Warren C. Hope</td>
</tr>
<tr>
<td>Academic Year</td>
<td>Fall 2010/Spring 2011</td>
</tr>
<tr>
<td>Date Submitted, Steps 1-3</td>
<td>8/2010</td>
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<tr>
<td>Date Submitted, Steps 4-5</td>
<td>10/31/2010</td>
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<tr>
<td>Date Submitted, Step 6</td>
<td>10/31/2010</td>
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**SECTION II_ INSTITUTIONAL MISSION/GOALS CONNECTION**

<table>
<thead>
<tr>
<th>Excerpt(s) Citing Linkage to University Mission Statement</th>
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<tr>
<td>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.</td>
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<thead>
<tr>
<th>Excerpt(s) Citing Linkage to University Goal(s) Statements</th>
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<tbody>
<tr>
<td>University Goal 3: Academic Improvement</td>
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<tr>
<td>a. Provide exemplary classroom instruction and appropriate technology environment</td>
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<tr>
<td>b. Provide a supportive intellectual environment and the appropriate practical professional and research training for graduate students</td>
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<tr>
<td>Master’s in Educational Leadership Goals</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<td>Goal 6: To provide instruction and resources to facilitate the development of candidates research skills and mastery of educational practices in the discipline.</td>
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<th>Program Mission/Goals</th>
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<tr>
<td>Program Mission/Goals:</td>
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<tr>
<td>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.</td>
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PEU Conceptual Framework Standards

Diversity
Technology
Values
Critical Thinking
Professionalism
Urban and Rural Education

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.
<table>
<thead>
<tr>
<th>Educational Leadership Program Indicators</th>
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<tbody>
<tr>
<td>3.1 Engages in organizational planning.</td>
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<td>3.2 Understands the district’s fiscal operating procedures.</td>
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<td>3.3 Is aware of leadership styles and their impact in an organization.</td>
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<td>3.4 Demonstrates competencies to create a positive learning environment.</td>
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<td>3.5 Communicates effectively orally and in writing.</td>
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<td>3.6 Constructs a school budget that prioritizes instruction and student achievement.</td>
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<td>3.7 Is aware of the importance of facility monitoring for safety.</td>
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<td>3.8 Knowledgeable of federal and state laws related to education and school operations.</td>
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<td>3.9 Knowledgeable of federal and state law related to special education.</td>
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<td>3.10 Demonstrates competence in managing organizational conflict.</td>
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<td>3.11 Is knowledgeable of the Florida Education Finance System.</td>
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<td>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.</td>
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<tr>
<td>4.1 Understands the importance of internal and external publics.</td>
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<td>4.2 Interacts with community leaders.</td>
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<td>4.3 Plans for school and community relations.</td>
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<td>4.4 Identifies community agencies for collaboration efforts.</td>
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<td>4.5 Understands the importance of business partnerships.</td>
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<td>4.6 Provides opportunities for parent involvement.</td>
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<td>4.7 Understands the need to work cooperatively with all stakeholders.</td>
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<td>4.8 Demonstrates a concern for school image.</td>
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<td>4.9 Involves stakeholders in decision making.</td>
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<td>4.10 Identifies community resources to support the school.</td>
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<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>
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<tr>
<td>5.1 Considers the impact of decisions on stakeholders.</td>
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<td>5.2 Employs a rational problem-solving decision-making model.</td>
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<td>5.3 Understands that decision making has unanticipated consequence.</td>
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<td>5.4 Understands that events and problems can have a variety of explanations.</td>
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<td>5.5 Employs problem solving techniques.</td>
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<td>5.6 Uses data to inform decision making.</td>
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<td>5.7 Involves others in the decision making process.</td>
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<td>5.8 Supports student learning when making curricular and instructional decisions</td>
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<td>5.9 Recognizes time as an important variable in decision making.</td>
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<tr>
<td>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.</td>
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| 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 backgrounds.
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 reduction).
   (2) Given a school building’s security plan, determine compliance with Florida Statutes and State Board of Education rules.

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).
(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).

(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.

(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;
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).

   (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.

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<th>Program Expected Outcomes</th>
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<tr>
<td>The exemplary professional who is equipped with knowledge, skills, and dispositions which enable him or her to provide effective leadership in educational organizations and other local, state, national, and international entities.</td>
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## SECTION III_ FAMOUS SIX STEPS

### EXPECTED EDUCATIONAL OUTCOME #1 Vision

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<tr>
<th>Step 1</th>
<th>Formulate Objective</th>
<th>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.</th>
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</table>
| Step 2       | Ascertain Criteria for Success | **Direct Criteria for Success:**
Program Assessments
1. Ninety percent (90%) of candidates will pass the Master’s Comprehensive Examination on the first administration.
2. One hundred percent (100%) candidates will pass the Florida Education Leadership Examination prior to graduation.
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 Taskstream Artifacts).

**Indirect Criteria for Success:**
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 item 12 of the Program Completer’s Satisfaction Survey as Very Good or Excellent. |
| Step 3       | Measure Performance Using Direct and Indirect Methods of Assessment | **Direct Assessment Method(s):**
1. Comprehensive Examination.
2. Florida Educational Leadership Examination

Portfolio Artifact
Artifact 18. Vision Statement. Course: EDA 5510/5530 Standards CF/ELCC 1.1 a, b, 1.2 a/FPLS 1.1, 3.5/FELE Subtest/

**Indirect Assessment Method(s):**
1. Supervising Administrator Performance Appraisal
2. Internship Working Agreement
3. Employer Satisfaction Survey
4. Program Completer’s Satisfaction Survey |
| Step 4       | Observe and Summarize Results | **Results of Direct Criteria for Success:**

**Fall 2009**
1. No candidates (100%) passed the program administered Comprehensive Examination on the first administration Fall 2009. Three candidates (100%) passed the program administered Comprehensive Examination on the second administration Fall 2009.
2. Four candidates (57%) passed the Florida Educational Leadership Examination administered August – December 2009.
3. ___ candidates ( %) received a score equivalent to a “B” (80%) on the
Vision standard.

Portfolio Artifact

Standards CF/ELCC 1.1 a, b, 1.2 a/FELE Subtest/ FPLS 1.1, 3.5/ No Data reported from this course on this assignment.

**Spring 2010**

1. Four candidates (36%) passed the program administered Comprehensive Examination on the first administration Spring 2010. Seven candidates (64%) passed the program administered Comprehensive Examination on the second administration.
2. Ten candidates (71%) passed the Florida Educational Leadership Examination administered January – May 2010.
3. Ten candidates (100%) received a score equivalent to a “B” (80%) on the Vision standard.

Portfolio Artifact

Standards CF/ELCC 1.1 a, b, 1.2 a/FELE Subtest/ FPLS 1.1, 3.5.

[___5__ candidates (71.4-%) received an “A” for this course requirement. _5_ candidates (28.6%) received a “B” for this course requirement. _0__ candidates received a “C” for this course requirement.]

**Results of Indirect Criteria for Success:**

**Fall 2009**

1. Six candidates (86%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument. One candidate (14%) withdrew from the Internship
2. Six candidates (86%) fulfilled the requirements of the Internship Working Agreement. One candidate (14%) withdrew from the Internship
3. ___ employers (--%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. The percent of candidates that rated items in Part III Section C as excellent and very good varied from a low of 14% for Item 2 to 78% for item 4. Fifty percent (50%) of candidates rated items 9, 10, 11, 13, and 15 as excellent and very good. Other excellent and very god percentages were 43% for items 3 and 6; 57% for items 7 and 14, thirty-six percent for item 1, forty-two percent for item 8, and seventy-one percent for item 12.

**Spring 2010**

1. Fourteen candidates (100%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.
2. Fourteen candidates (100%) fulfilled the requirements of the Internship Working Agreement.
3. ___ employers (--%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. The majority of survey responders (N=7) rated items in Part III Section C as excellent and very good. Seventy-one percent of program completers rated items 4-14 as Excellent.
<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
<th>Achievement outcomes were communicated to candidates using the program approved assessment grading form. This course requirement and its components were reviewed with candidates in order to clarify understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 6</td>
<td>Strengthening Unit Services (Action Plan)</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 building candidates' competency in this area of school leadership.</td>
</tr>
<tr>
<td>Step</td>
<td>Objective</td>
<td>Direct Criteria for Success: Program Assessments</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>-------------------------------------------------</td>
</tr>
</tbody>
</table>
| Step 1 | Formulate Objective | 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 Taskstream Artifacts). |
| Step 2 | Ascertain Criteria for Success | Indirect Criteria for Success:  
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. Eighty (80%) of candidates will rate items in Part III Section C item 12 of the Program Completer’s Satisfaction Survey as Very Good or Excellent. |
| Step 3 | Measure Performance Using Direct and Indirect Methods of Assessment | Direct Assessment Method(s):  
1. Comprehensive Examination.  
2. Florida Educational Leadership Examination  
Portfolio Artifacts  
Artifact 19 Research Paper. Course: EDA 5193  
CF/ELCC 1.1-4, 2.2a,b,c, 2.3a,c, 3.1a/FPLS 1.1-1.4, 2.1-2.13, 5.2,3,5-8, 7.1, 2,3,5, 8.1-8.10, 10.1/FELE Subtest  
Artifact 20. Article Critique (Instructional Leadership). EDA 5193  
CF/ELCC 1.1-4, 2.2a,b,c, 2.3a,c, 3.1a/FPLS 1.1-1.4, 2.1-2.13, 5.2,3,5-8, 7.1, 2,3,5, 8.1-8.10, 10.1/FELE Subtest  .  
CF /ELCC 1.1-4, 2.2a,b,c, 2.3a,c, 3.1a/FPLS 1.1-1.4, 2.1-2.13, 5.2,3,5-8, 7.1, 2,3,5, 8.1-8.10, 10.1/FELE Subtest  .  
Standards CF /ELCC 3.1a, 6.1a/FPLS 3.2, 3.8/FELE Subtest  
Artifact 24: Interview. Course EDA 5195.  
Standards CF /ELCC 3.1a, 6.1a/FPLS 3.2, 3.8/FELE Subtest  
<table>
<thead>
<tr>
<th>Step 4</th>
<th>Observe and Summarize Results</th>
</tr>
</thead>
</table>

**Standards CF /ELCC/FPLS 2.1-2.13, 8.1-8.10/FELLE Subtest**

Artifact 29. Decision Making Scenario. Course: EDG 6250

Artifact 30. Article Critique. Course: EDG 6250

**Indirect Assessment Method(s):**
1. Supervising Administrator Performance Appraisal
2. Internship Working Agreement
3. Employer Satisfaction Survey
4. Program Completer’s Satisfaction Survey

<table>
<thead>
<tr>
<th>Results of Direct Criteria for Success:</th>
</tr>
</thead>
</table>

**Fall 2009**

1. No candidates (100%) passed the program administered Comprehensive Examination on the first administration Fall 2009. Three candidates (100%) passed the program administered Comprehensive Examination on the second administration Fall 2009.
2. Four candidates (57%) passed the Florida Educational Leadership Examination administered August – December 2009.
3. Nineteen candidates (100%) received a score equivalent to a “B” (80%) on the Instructional Leadership requirement.

EDA 5193. Artifact 19 Research Paper. No Students scored an A for this assignment. Seventy four percent of the candidates (74%-15 candidates) earned a B grade. Twenty percent (20%-4 candidates) earned “C”. Of the candidates one student did not submit a paper within the time frame

EDA 5193. Artifact 20. Article Critique (Instructional Leadership). [100% of candidates earned an “A” for this course assignment after two revisions.

EDA 5193. Artifact 21. Data Driven Decision Making Project. Two candidates earned an A. Eighty percent (16 candidates) earned a grade of B.

EDA 5195. Artifact 23: Article Critique (Instructional Leadership). Course not offered Fall Semester 2009

EDA 5195. Artifact 24: Interview. Course not offered Fall Semester 2009

EDA 5195. Curriculum Innovation Project. Course not offered Fall Semester 2009


EDG 6250. Artifact 29. Decision Making Scenario. No data reported for this course assignment.

EDG 6250. Artifact 30. Article Critique. No data reported for this course assignment.

**Spring 2010**

1. Four candidates (36%) passed the program administered Comprehensive Examination on the first administration Spring 2010. Seven candidates (64%) passed the program administered Comprehensive Examination on the second...
2. Ten candidates (71%) passed the Florida Educational Leadership Examination administered January – May 2010.
3. ___ (-%) of the candidates earned a score B (80%) or better on Master's degree program Instructional Leadership course requirements. **Course not offered Spring 2010.**

EDA 5193. Artifact 19 Research Paper. Course not offered Spring 2010
EDA 5193. Artifact 20. Article Critique (Instructional Leadership). Course not offered Spring 2010
EDA 5195. Artifact 23: Article Critique (Instructional Leadership). Course not offered Spring 2010
EDA 5195. Artifact 24: Interview. Course was not taught Spring 2009. Course not offered Spring 2010
EDA 5195. Curriculum Innovation Project. Course not offered Spring 2010
EDG 6250. Artifact 29. Decision Making Scenario. Course not offered Spring 2010
EDG 6250. Artifact 30. Article Critique. Course not offered Spring 2010

**Results of Indirect Criteria for Success:**

**Fall 2009**
1. Six candidates (86%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument. One candidate (14%) withdrew from the Internship
2. Six candidates (86%) fulfilled the requirements of the Internship Working Agreement. One candidate (14%) withdrew from the Internship
3. ___ employers (-%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. ___ candidates ( %) rated items in Part III Section C item 12 of the Program Completer’s Satisfaction Survey as Very Good or Excellent.

**Spring 2010**
1. Fourteen candidates (100%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.
2. Fourteen candidates (100%) fulfilled the requirements of the Internship Working Agreement.
3. ___ employers (-%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. The majority of survey responders (N=7) rated items in Part III Section C as excellent and very good. Seventy-one percent of program completers rated items 4-14 as Excellent.
<table>
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<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
<th>Achievement outcomes were communicated to candidates using the program approved assessment grading form. This course requirement and its components were reviewed with candidates in order to clarify understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 6</td>
<td>Strengthening Unit Services (Action Plan)</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. Instructional leadership is the cornerstone competency in school leadership. Course content will continue to reflect a concentration in this key area. Enhanced field experiences will provide candidates opportunity to acquire knowledge, skills, and dispositions in urban, suburban, and rural settings.</td>
</tr>
</tbody>
</table>
### SECTION III_ FAMOUS SIX STEPS

<table>
<thead>
<tr>
<th>Expected Educational Outcome #3 Managing the Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

| **Step 2** | **Ascertain Criteria for Success** |
|---------------------------------------------------------------|
| **Direct Criteria for Success:** 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 Taskstream Artifacts). |

| **Indirect Criteria for Success:** |
| 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. Eighty (80%) of candidates will rate items in Part III Section C item 12 of the Program Completer’s Satisfaction Survey as Very Good or Excellent. |

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

Program Assessments

Standards CF/ELCC 2.2 a ,FELE Subtest ,FPLS 3.4, 3.5, 3.9, 3.10, 4.1

Artifact 32: School Budget Project. Course EDA 5201.
Standards CF, ELCC 3.1C, 6.1E, 7.2A/FPLS 3.0 Managing the Learning Environment 3.4, 3.6, 3.7, FELE Subtest .

**Indirect Assessment Method(s):**

1. Supervising Administrator Performance Appraisal
2. Internship Working Agreement
3. Employer Satisfaction Survey
4. Program Completer’s Satisfaction Survey

| **Step 4** | **Observe and Summarize Results** |
|---------------------------------------------------------------|
| **Results of Direct Criteria for Success:** |
| **Fall 2009** |
| 1. No candidates (100%) passed the program administered Comprehensive Examination on the first administration Fall 2009. Three candidates (100%) |
passed the program administered Comprehensive Examination on the second administration Fall 2009.
2. Four candidates (57%) passed the Florida Educational Leadership Examination administered August – December 2009.
3. _____ candidates received a score equivalent to a “B” (80%) or better on Master's degree program Managing the Learning Environment course requirements.

EDA 5510/5530. Artifact 16: Article Critique Managing the Learning Environment. No data reported for this course assignment.


Spring 2010
1. Four candidates (36%) passed the program administered Comprehensive Examination on the first administration Spring 2010. Seven candidates (64%) passed the program administered Comprehensive Examination on the second administration.
2. Ten candidates (71%) passed the Florida Educational Leadership Examination administered January – May 2010.
3. _____ candidates received a score equivalent to a “B” (80%) or better on Master's degree program Managing the Learning Environment course requirements.

EDA 5510/5530. Artifact 16: Article Critique Managing the Learning Environment. ___5___ candidates (71.4%-%) received an “A” for this course requirement. ___2__ candidates ( 28.6%) received a “B” for this course requirement. _0____ candidates received a “C” for this course requirement.

EDA 5201. Artifact 32: School Budget Project. No data reported for this course assignment.

Results of Indirect Criteria for Success:

Fall 2009
1. Six candidates (86%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument. One candidate (14%) withdrew from the Internship
2. Six candidates (86%) fulfilled the requirements of the Internship Working Agreement. One candidate (14%) withdrew from the Internship
3. ____ employers (--) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. ___ candidates ( ___%) rated items in Part III Section C item 12 of the Program Completer’s Satisfaction Survey as Very Good or Excellent.

Spring 2010
1. Fourteen candidates (100%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.
2. Fourteen candidates (100%) fulfilled the requirements of the Internship Working Agreement.
3. ____ employers (--) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. The majority of survey responders (N=7) rated items in Part III Section C as excellent and very good. Seventy-one percent of program completers rated items 4-14 as Excellent.
<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
<th>Candidates did very well and the factors that led to this success rate will be reviewed and continued.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 6</td>
<td>Strengthening Unit Services (Action Plan)</td>
<td>A review of all courses and the program will be done by the faculty to ensure that this element is sufficiently covered.</td>
</tr>
</tbody>
</table>
### SECTION III_ FAMOUS SIX STEPS

**EXPECTED EDUCATIONAL OUTCOME #4 Community and Stakeholder Partnerships**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Ascertain Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Criteria for Success:</strong></td>
<td></td>
</tr>
<tr>
<td>Program Assessments</td>
<td></td>
</tr>
<tr>
<td>1. 90% of Candidates will pass the Master’s Comprehensive Examination on the first administration.</td>
<td></td>
</tr>
<tr>
<td>2. 100% candidates will pass the Florida Education Leadership Examination prior to graduation.</td>
<td></td>
</tr>
<tr>
<td>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 Taskstream Artifacts).</td>
<td></td>
</tr>
<tr>
<td><strong>Indirect Criteria for Success:</strong></td>
<td></td>
</tr>
<tr>
<td>1. 90% of the candidates will receive a rating of 4 or 5 on the Supervising Administrator’s Performance Appraisal instrument.</td>
<td></td>
</tr>
<tr>
<td>2. 90% of the candidates will fulfill the requirements of the Internship Working Agreement.</td>
<td></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>
<td></td>
</tr>
<tr>
<td>4. Eighty (80%) of candidates will rate items in Part III Section C item 12 of the Program Completer’s Satisfaction Survey as Very Good or Excellent.</td>
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</table>

<table>
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<tr>
<th>Step 3</th>
<th>Measure Performance Using Direct and Indirect Methods of Assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>Direct Assessment Method(s):</strong></td>
<td></td>
</tr>
<tr>
<td>1. Comprehensive Examination.</td>
<td></td>
</tr>
<tr>
<td>2. Florida Educational Leadership Examination</td>
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</tr>
<tr>
<td>Program Assessments</td>
<td></td>
</tr>
<tr>
<td>Artifact 16: Article Critique (Managing the Learning Environment). Course EDA 5210/EDA 5530. Standards CF/ELCC 2.2 a FELE Subtest FPLS</td>
<td></td>
</tr>
<tr>
<td>Artifact 18: Memo (Parents). Course EDA 5210/EDA 5530. Standards ELCC 1.1a, 7.3a/FPLS 1.1-4, 3.5, /FELE Subtest</td>
<td></td>
</tr>
<tr>
<td>Artifact 22: School and Community Stakeholder Initiative. Course EDA 5195. Standards CF/ELCC 3.3b, 4.1e, 4.1h, 4.3a, 6.2a/FPLS 4.6, 4.7, 4.8, 4.9/FELE Subtest</td>
<td></td>
</tr>
<tr>
<td><strong>Indirect Assessment Method(s):</strong></td>
<td></td>
</tr>
<tr>
<td>1. Supervising Administrator Performance Appraisal</td>
<td></td>
</tr>
<tr>
<td>2. Internship Working Agreement</td>
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</tr>
<tr>
<td>3. Employer Satisfaction Survey</td>
<td></td>
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<tr>
<td>4. Program Completer’s Satisfaction Survey</td>
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</table>

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Observe and Summarize Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results of Direct Criteria for Success:</strong></td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td></td>
</tr>
</tbody>
</table>
1. No candidates (100%) passed the program administered Comprehensive Examination on the first administration Fall 2009. Three candidates (100%) passed the program administered Comprehensive Examination on the second administration Fall 2009.
2. Four candidates (57%) passed the Florida Educational Leadership Examination administered August – December 2009.
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). No data reported for this course assignment.

### Spring 2010
1. Four candidates (36%) passed the program administered Comprehensive Examination on the first administration Spring 2010. Seven candidates (64%) passed the program administered Comprehensive Examination on the second administration.
2. ____ candidates (71%) passed the Florida Educational Leadership Examination administered January – May 2010.
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) [_____ candidates (71.4-%) received an “A” for this course requirement. _____ candidates (26.8%) received a “B” for this course requirement. _____ candidates received a “C” for this course requirement.]
EDA 5195. Artifact 22: School and Community Stakeholder Initiative. This course was not offered Spring 2010.

### Results of Indirect Criteria for Success:

#### Fall 2009
1. Six candidates (86%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument. One candidate (14%) withdrew from the Internship
2. Six candidates (86%) fulfilled the requirements of the Internship Working Agreement. One candidate (14%) withdrew from the Internship
3. ____ employers (~%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. ____ candidates ( %) rated items in Part III Section C item 12 of the Program Completer’s Satisfaction Survey as Very Good or Excellent

#### Spring 2010
1. Fourteen candidates (100%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.
2. Fourteen candidates (100%) fulfilled the requirements of the Internship Working Agreement.
3. ____ employers (~%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. The majority of survey responders (N=7) rated items in Part III Section C as excellent and very good. Seventy-one percent of program completers rated items 4-14 as Excellent.

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
<th>Data reflects no particular concerns regarding candidates and course content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 6</td>
<td>Strengthening Unit Services (Action Plan)</td>
<td>The faculty will review this component to strengthen it where needed to meet new state standards.</td>
</tr>
</tbody>
</table>
**SECTION III_ FAMOUS SIX STEPS**

<table>
<thead>
<tr>
<th>Step</th>
<th>Formulate Objective</th>
<th>Direct Criteria for Success: Program Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td></td>
<td>1. 90% of Candidates will pass the Master’s Comprehensive Examination on the first administration.</td>
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<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 Decision Making Strategies course requirements (see course syllabi and Taskstream Artifacts).</td>
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<table>
<thead>
<tr>
<th>Step 2</th>
<th>Ascertain Criteria for Success</th>
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<tr>
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<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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<td>2. 90% of the candidates will fulfill the requirements of the Internship Working Agreement.</td>
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<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></td>
<td></td>
<td>4. Eighty (80%) of candidates will rate items in Part III Section C item 12 of the Program Completer’s Satisfaction Survey as Very Good or Excellent.</td>
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<th>Measure Performance Using Direct and Indirect Methods of Assessment</th>
<th>Direct Assessment Method(s):</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1. Comprehensive Examination.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Florida Educational Leadership Examination Results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Portfolio Artifacts</td>
</tr>
</tbody>
</table>

Artifact 16: Article Critique (Decision Making). Course EDA 5510 or EDA 5530.
Standard CF /ELCC 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 Subtest, FPLS 3.5, 4.1, 5.1, 5.7, 6.2, 10.4, 10.5, 10.7, 10.8.

Artifact 21 Data Driven Decision Making Project. Course: EDA 5193 Standards CF /ELCC 1.1-4, 2.2a,b,c, 2.3a,c, 3.1a/FPLS 1.1-1.4, 2.1-2.13, 5.2,3,5-8, 7.1, 2,3,5, 8.1-8.10, 10.1/FELE Subtest.

Artifact 29 Decision Making Scenario. Course: EDG 6250 Standards CF /ELCC 2a, b, 2.3a-c/FPLS 2.1-2.13, 8.1-8.10/FELE Subtest

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Observe and Summarize</th>
<th>Results of Direct Criteria for Success:</th>
</tr>
</thead>
</table>
Results

**Fall 2009**

1. No candidates (100%) passed the program administered Comprehensive Examination on the first administration Fall 2009. Three candidates (100%) passed the program administered Comprehensive Examination on the second administration Fall 2009.
2. Four candidates (57%) passed the Florida Educational Leadership Examination administered August – December 2009.
3. _____ candidates received a score equivalent to a “B” (80%) or better on Master's degree program Decision Making Strategies course requirements.

EDA 5510/5530. Artifact 16: Article Critique (Decision Making). No data reported for this course assignment.

EDA 5193. Artifact. 21 Data Driven Decision Making Project.

EDG 6250. Artifact 29. Decision Making Scenario. No data reported for this course assignment.

**Spring 2010**

1. Four candidates (36%) passed the program administered Comprehensive Examination on the first administration Spring 2010. Seven candidates (64%) passed the program administered Comprehensive Examination on the second administration.
2. Ten candidates (71%) passed the Florida Educational Leadership Examination administered January – May 2010.
3. _____ candidates received a score equivalent to a “B” (80%) or better on Master's degree program Decision Making Strategies course requirements.

EDA 5510/5530. Artifact 16: Article Critique (Decision Making). No data reported for this course assignment.

EDA 5193. Artifact. 21 Data Driven Decision Making Project. This course was not offered Spring 2010.

EDG 6250. Artifact 29. Decision Making Scenario. No data reported for this course assignment.

**Results of Indirect Criteria for Success:**

**Fall 2009**

1. Six candidates (86%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument. One candidate (14%) withdrew from the Internship
2. Six candidates (86%) fulfilled the requirements of the Internship Working Agreement. One candidate (14%) withdrew from the Internship
3. ___ employers (%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. ___ candidates ( %) rated items in Part III Section C item 12 of the Program Completer’s Satisfaction Survey as Very Good or Excellent

**Spring 2010**

1. Fourteen candidates (100%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.
2. Fourteen candidates (100%) fulfilled the requirements of the Internship Working Agreement.
<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
<th>Data for this course was not reported in Fall 2009. This course was not offered in Spring 2010. Candidates’ data from requirements will be monitored closely during next semester course is offered.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 6</td>
<td>Strengthening Unit Services (Action Plan)</td>
<td>Continue to incorporate candidate data into continuous improvement discussions. Department faculty meetings will be used as a forum to impress upon faculty members the importance of data in program continuous improvement.</td>
</tr>
</tbody>
</table>

### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED EDUCATIONAL OUTCOME #6 Diversity

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Objective</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>
</table>
| Step 2 | Ascertain Criteria for Success | **Direct Criteria for Success:**
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 Diversity course requirements (see course syllabi and College Taskstream Artifacts).

**Indirect Criteria for Success:**

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. Eighty (80%) of candidates will rate items in Part III Section C item 12 of the Program Completer’s Satisfaction Survey as Very Good or Excellent. |
| Step 3 | Measure Performance Using Direct and Indirect Methods of Assessment | **Direct Assessment Method(s):**
1. Comprehensive Examination.
2. Florida Educational Leadership Examination Results

**Portfolio Artifact**

Artifact 34: Group Presentations. Course TSL 5700.

Standards CF ELCC 4.2B, D, 6.1F, FELE Subtest FPLS 6.0 Diversity. |


**Indirect Assessment Method(s):**
1. Supervising Administrator Performance Appraisal
2. Internship Working Agreement
3. Employer Satisfaction Survey
4. Program Completer’s Satisfaction Survey

### Results of Direct Criteria for Success:

#### Fall 2009
1. No candidates (100%) passed the program administered Comprehensive Examination on the first administration Fall 2009. Three candidates (100%) passed the program administered Comprehensive Examination on the second administration Fall 2009.
2. Four candidates (57%) passed the Florida Educational Leadership Examination administered August – December 2009.
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] No data reported for this course assignment.

TSL 5700. Artifact 35: Article Critiques.] No data reported for this course assignment.

TSL 5700. Artifact 36: Philosophy for Educating ELL Statement.] No data reported for this course assignment.

#### Spring 2010
1. Four candidates (36%) passed the program administered Comprehensive Examination on the first administration Spring 2010. Seven candidates (64%) passed the program administered Comprehensive Examination on the second administration.
2. Ten candidates (71%) passed the Florida Educational Leadership Examination administered January – May 2010.
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] No data reported for this course assignment.

TSL 5700. Artifact 35: Article Critiques.] No data reported for this course assignment.

TSL 5700. Artifact 36: Philosophy for Educating ELL Statement.] No data reported for this course assignment.

### Results of Indirect Criteria for Success:

#### Fall 2009

TSL 5700. Artifact 34: Group Presentations] No data reported for this course assignment.

TSL 5700. Artifact 35: Article Critiques.] No data reported for this course assignment.

TSL 5700. Artifact 36: Philosophy for Educating ELL Statement.] No data reported for this course assignment.
<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This course has been taught by adjunct faculty who have neglected to report candidate data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 6</th>
<th>Strengthening Unit Services (Action Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify a faculty member who will report candidate data. Continue efforts to recruit and maintain a cross section of candidates who can bring direct knowledge to the classroom. The Chair and faculty members have worked and are working with diverse populations and will continue to share this information with each other. Department faculty meetings will be used as a forum to impress upon faculty members the importance of data in program continuous improvement.</td>
</tr>
</tbody>
</table>

## SECTION III_ FAMOUS SIX STEPS

### EXPECTED EDUCATIONAL OUTCOME #7 Technology

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.0 Technology – High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Ascertain Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct Criteria for Success:</td>
</tr>
<tr>
<td></td>
<td>Program Assessments</td>
</tr>
<tr>
<td></td>
<td>1. 90% of Candidates will pass the Master’s Comprehensive Examination on the first administration.</td>
</tr>
<tr>
<td></td>
<td>2. 100% candidates will pass the Florida Education Leadership Examination prior to graduation.</td>
</tr>
<tr>
<td></td>
<td>3. 80% of the candidates will score B (80%) or better on Master’s degree program Technology course requirements (see course syllabi and College</td>
</tr>
</tbody>
</table>
### Indirect Criteria for Success:
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. Eighty (80%) of candidates will rate items in Part III Section C item 12 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 Assessment Method(s):</strong></td>
</tr>
<tr>
<td></td>
<td>1. Comprehensive Examination.</td>
</tr>
<tr>
<td></td>
<td>2. Florida Educational Leadership Examination Results</td>
</tr>
<tr>
<td></td>
<td><strong>Portfolio Artifacts</strong></td>
</tr>
<tr>
<td></td>
<td>Artifact 7: Spreadsheet and Database Exercises. Course EDA 5275.</td>
</tr>
<tr>
<td></td>
<td>Standards CF /ELCC 2.2C, 3.2A, 3.3C, FPLS 7.0 Technology, 7.2, 7.5,</td>
</tr>
<tr>
<td></td>
<td>7.6/FELE Subtest</td>
</tr>
<tr>
<td></td>
<td>Artifact 8: Interview w/Principal Facilitating Integration of Technology into Teaching and Learning Paper. Course EDA 5275.</td>
</tr>
<tr>
<td></td>
<td>Standards CF 2.1-2.7/ELCC 2.2C, 3.2A, 3.3C, FPLS 7.0 Technology, 7.1, 7.2, 7.3, 7.7/FELE Subtest.</td>
</tr>
<tr>
<td></td>
<td>Artifact 9: Technology Project. Course EDA 5275.</td>
</tr>
<tr>
<td></td>
<td>Standards CF 2.1-2.7/ELCC 2.2C, 3.2A, 3.3C, FPLS 7.0 Technology, 7.1, 7.3, 7.4, 7.8/FELE Subtest.</td>
</tr>
<tr>
<td></td>
<td><strong>Indirect Assessment Method(s):</strong></td>
</tr>
<tr>
<td></td>
<td>1. Supervising Administrator Performance Appraisal</td>
</tr>
<tr>
<td></td>
<td>2. Internship Working Agreement</td>
</tr>
<tr>
<td></td>
<td>3. Employer Satisfaction Survey</td>
</tr>
<tr>
<td></td>
<td>4. Program Completer’s Satisfaction Survey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Observe and Summarize Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Results of Direct Criteria for Success:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Fall 2009</strong></td>
</tr>
<tr>
<td></td>
<td>1. No candidates (100%) passed the program administered Comprehensive Examination on the first administration Fall 2009. Three candidates (100%) passed the program administered Comprehensive Examination on the second administration Fall 2009.</td>
</tr>
<tr>
<td></td>
<td>2. Four candidates (57%) passed the Florida Educational Leadership Examination administered August – December 2009.</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>EDA 5275. Artifact 7: Spreadsheet and Database Exercises. No data reported for this course 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 reported for this course assignment.</td>
</tr>
</tbody>
</table>
Spring 2010
1. Four candidates (36%) passed the program administered Comprehensive Examination on the first administration Spring 2010. Seven candidates (64%) passed the program administered Comprehensive Examination on the second administration.
2. Ten candidates (71%) passed the Florida Educational Leadership Examination administered January – May 2010.
3. _____ candidates received a score equivalent to a “B” (80%) or better on Master's degree program Technology course requirements.

EDA 5275. Artifact 9: Technology Project. No data reported for this course assignment.

EDA 5275. Artifact 7: Spreadsheet and Database Exercises. No data reported for this course assignment.

EDA 5275. Artifact 8: Interview w/Principal Facilitating Integration of Technology into Teaching and Learning Paper. No data reported for this course assignment.

Results of Indirect Criteria for Success:

Fall 2009
1. Six candidates (86%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument. One candidate (14%) withdrew from the Internship
2. Six candidates (86%) fulfilled the requirements of the Internship Working Agreement. One candidate (14%) withdrew from the Internship
3. ___ employers (~%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. ___ candidates (%) rated items in Part III Section C item 12 of the Program Completer’s Satisfaction Survey as Very Good or Excellent.

Spring 2010
1. Fourteen candidates (100%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.
2. Fourteen candidates (100%) fulfilled the requirements of the Internship Working Agreement.
3. ___ employers (~%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. The majority of survey responders (N=7) rated items in Part III Section C as excellent and very good. Seventy-one percent of program completers rated items 4-14 as Excellent.

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lack of data reporting negatively influences department faculty’s ability to review and share results.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 6</th>
<th>Strengthening</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty members teaching this course will be informed that it is imperative to</td>
</tr>
</tbody>
</table>
report candidate data relative to outcomes on artifacts. Candidate data is essential for program improvement. All faculty teaching this course must report candidate data relative to artifacts. Department faculty meetings will be used as a forum to impress upon faculty members the importance of data in program continuous improvement.

### SECTION III_ FAMOUS SIX STEPS

| EXPECTED EDUCATIONAL OUTCOME #8 Learning Accountability and Assessment |
|---|---|
| **Step 1** | **Formulate Objective** |
| | 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. |
| **Step 2** | **Ascertain Criteria for Success** |
| **Direct Criteria for Success:** |
| 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 Taskstream Artifacts). |
| **Indirect Criteria for Success:** |
| 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. Eighty (80%) of candidates will rate items in Part III Section C item 12 of the Program Completer’s Satisfaction Survey as Very Good or Excellent. |
| **Step 3** | **Measure Performance Using Direct and Indirect Methods of Assessment** |
| **Direct Assessment Method(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/ELCC 4.1 b, e, f, 5.3/FELE Subtest/FPLS 1.3, 3.3, 4.10, 5.7, 7.1-6, 7.8, 10.1-2, 6/ |
| Artifact 21. Data Driven Decision Making Project. Course: EDA 5193 Standards CF 4.1, 5, 6.1, 4/ELCC 1-4, 2.2a,b,c, 2.3a,c, 3.1a/FPLS 1.1-1.4, 2.1-2.13, 5.2,3,5-8, 7.1, 2,3,5, 8.1-8.10, 10.1/FELE Subtest. |
### Indirect Assessment Method(s):
1. Supervising Administrator Performance Appraisal
2. Internship Working Agreement
3. Employer Satisfaction Survey
4. Program Completer’s Satisfaction Survey

### Results of Direct Criteria for Success:

#### Fall 2009
1. No candidates (100%) passed the program administered Comprehensive Examination on the first administration Fall 2009. Three candidates (100%) passed the program administered Comprehensive Examination on the second administration Fall 2009.
2. Four candidates (57%) passed the Florida Educational Leadership Examination administered August – December 2009.
3. _____ candidates received a score equivalent to a “B” (80%) or better on Master's degree program Learning, Assessment, and Accountability course requirements.

EDA 5510/5530. Artifact 17. Interview with Principal.
EDA 5510/5530. Artifact 21. Data Driven Decision Making Project. [No data reported for this course assignment.]

EDA 5510. Artifact 28. Curriculum Innovation Paper. No data reported for this class assignment.

#### Spring 2010
1. Four candidates (36%) passed the program administered Comprehensive Examination on the first administration Spring 2010. Seven candidates (64%) passed the program administered Comprehensive Examination on the second administration.
2. Ten candidates (71%) passed the Florida Educational Leadership Examination administered January – May 2010.
3. _____ candidates received a score equivalent to a “B” (80%) or better on Master's degree program Learning, Assessment, and Accountability course requirements.

EDA 5510/5530. Artifact 17. Interview with Principal. 5 ____ candidates (71.4-%) received an “A” for this course requirement. 2 ____ candidates (28.6%) received a “B” for this course requirement. 0 ____ candidates received a “C” for this course requirement.

EDA 5510/5530. Artifact 21. Data Driven Decision Making Project. No data reported for this course assignment.


### Results of Indirect Criteria for Success:

#### Fall 2009
1. Six candidates (86%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument. One candidate (14%) withdrew from the Internship
2. Six candidates (86%) fulfilled the requirements of the Internship Working Agreement. One candidate (14%) withdrew from the Internship.

3. ___ employers (---%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.

4. ___ candidates (---%) rated items in Part III Section C item 12 of the Program Completer’s Satisfaction Survey as Very Good or Excellent.

**Spring 2010**

1. Fourteen candidates (100%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.

2. Fourteen candidates (100%) fulfilled the requirements of the Internship Working Agreement.

3. ___ employers (---%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.

4. The majority of survey responders (N=7) rated items in Part III Section C as excellent and very good. Seventy-one percent of program completers rated items 4-14 as Excellent.

---

**Step 5**

Use of Results for Improvement (Implemented)

Lack of data reporting negatively influences department faculty’s ability to review and share results.

**Step 6**

Strengthening Unit Services (Action Plan)

Faculty members teaching this course will be informed that it is imperative to report candidate data relative to outcomes on artifacts. Candidate data is essential for program improvement. All faculty teaching this course must report candidate data relative to artifacts. Department faculty meetings will be used as a forum to impress upon faculty members the importance of data in program continuous improvement.

---

**SECTION III_ FAMOUS SIX STEPS**

**EXPECTED EDUCATIONAL OUTCOME #9 Human Resource Development**

**Step 1**

**Formulate Objective**

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.

**Step 2**

**Ascertain Criteria for Success**

**Direct Criteria for Success:**

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 Human Resource Development course requirements (see course syllabi and Taskstream Artifacts).

**Indirect Criteria for Success:**
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. Eighty (80%) of candidates will rate items in Part III Section C item 12 of the Program Completer’s Satisfaction Survey as Very Good or Excellent.

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

#### Direct Assessment Method(s):
1. Comprehensive Examination.
2. Florida Educational Leadership Examination Results

Portfolio Artifacts

Artifact 13: Interview w/ School District Personnel Officer. Course EDA 5222. Standards CF 3.1/ELCC 3.1 b, c, 3.2 a, 3.3 a, 5.1/FPLS 9.1-5/FELE Subtest

Artifact 14: Field Experiences/Interview w/Principal. Course EDA 5222. Standards CF 3.1/ELCC 3.1 b, c, 3.2 a, 3.3 a, 5.1 /FELE Subtest/FPLS 9.1-5


#### Indirect Assessment Method(s):
1. Supervising Administrator Performance Appraisal
2. Internship Working Agreement
3. Employer Satisfaction Survey
4. Program Completer’s Satisfaction Survey

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

### Results of Direct Criteria for Success:

#### Fall 2009
1. No candidates (100%) passed the program administered Comprehensive Examination on the first administration Fall 2009. Three candidates (100%) passed the program administered Comprehensive Examination on the second administration Fall 2009.
2. Four candidates (57%) passed the Florida Educational Leadership Examination administered August – December 2009.
3. ______ candidates received a score equivalent to a “B” (80%) or better on Master's degree program Human Resource Development course requirements.

EDA 5222. Artifact 13: Interview w/ School District Personnel Officer. This course was not offered in Fall 2009.

EDA 5222. Artifact 14: Field Experiences/Interview w/Principal. This course was not offered in Fall 2009.

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

#### Spring 2010
1. Four candidates (36%) passed the program administered Comprehensive Examination on the first administration Spring 2010. Seven candidates (64%) passed the program administered Comprehensive Examination on the second
2. Ten candidates (71%) passed the Florida Educational Leadership Examination administered January – May 2010.
3. ____ candidates received a score equivalent to a “B” (80%) or better on Master's degree program Human Resource Development course requirements.

EDA 5222. Artifact 13: Interview w/ School District Personnel Officer. No data reported for this course assignment.
EDA 5222. Artifact 14: Field Experiences/Interview w/Principal. No data reported for this course assignment.

**Results of Indirect Criteria for Success:**

**Fall 2009**
1. Six candidates (86%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument. One candidate (14%) withdrew from the Internship.
2. Six candidates (86%) fulfilled the requirements of the Internship Working Agreement. One candidate (14%) withdrew from the Internship.
3. ____ employers (~%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. ____ candidates (%) rated items in Part III Section C item 12 of the Program Completer’s Satisfaction Survey as Very Good or Excellent.

**Spring 2010**
1. Fourteen candidates (100%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.
2. Fourteen candidates (100%) fulfilled the requirements of the Internship Working Agreement.
3. ____ employers (~%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. The majority of survey responders (N=7) rated items in Part III Section C as excellent and very good. Seventy-one percent of program completers rated items 4-14 as Excellent.

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lack of data reporting negatively influences department faculty’s ability to review and share results.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 6</th>
<th>Strengthening Unit Services (Action Plan)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Faculty members teaching this course will be informed that it is imperative to report candidate data relative to outcomes on artifacts. Candidate data is essential for program improvement. All faculty teaching this course must report candidate data relative to artifacts. Department faculty meetings will be used as a forum to impress upon faculty members the importance of data in program continuous improvement.</td>
</tr>
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</table>

**SECTION III_ FAMOUS SIX STEPS**
**EXPECTED EDUCATIONAL OUTCOME #10 Ethical Leadership**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Objective</th>
<th>10.0 Ethical Leadership – High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.</th>
</tr>
</thead>
</table>
| Step 2 | Ascertain Criteria for Success | **Direct Criteria for Success:**  
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 Taskstream Artifacts).  

**Indirect Criteria for Success:**  
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. Eighty (80%) of candidates will rate items in Part III Section C item 12 of the Program Completer’s Satisfaction Survey as Very Good or Excellent. |
| Step 3 | Measure Performance Using Direct and Indirect Methods of Assessment | **Direct Assessment Method(s):**  
1. Comprehensive Examination.  
2. Florida Educational Leadership Examination Results  
   Portfolio Artifacts  
   Artifact 6. Case Studies (Ethical Leadership). Course: EDA 5051  
   Standards CF 4.5, 5.1, 5.3/ELCC 3.1 A, 6.1 A, C, 7.2 A,  
   FELE Subtest, FPLS 5.0 Decision Making Strategies, 10. Ethical Leadership/  
   Artifact 33. Case Studies (Ethical Leadership). Course: EDA 5201  
   Standards CF 5.1/ELCC 3.1b,c;3.3a,c/FELE Subtest/FPLS 3.6, 3.8, 3.11, 10.5  
   Artifact 12. Communications Research Paper (Ethical Leadership). Course EDA 5217  
   Standards CF 6.4/ELCC 3.2B./FELE Subtest./FPLS 1.0 Vision (1.6, 1.13), 6.0  
   Diversity (6.1, 6.3, 6.6, 6.11)  

**Indirect Assessment Method(s):**  
1. Supervising Administrator Performance Appraisal  
2. Internship Working Agreement  
3. Employer Satisfaction Survey  
4. Program Completer’s Satisfaction Survey |
| Step 4 | Observe and Summarize Results | **Results of Direct Criteria for Success:**  
**Fall 2009**  
1. No candidates (100%) passed the program administered Comprehensive Examination on the first administration Fall 2009. Three candidates (100%) |
1. Six candidates (86%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument. One candidate (14%) withdrew from the Internship.
2. Six candidates (86%) fulfilled the requirements of the Internship Working Agreement. One candidate (14%) withdrew from the Internship.
3. ___ employers (~%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. ___ candidates (%) rated items in Part III Section C item 12 of the Program Completer’s Satisfaction Survey as Very Good or Excellent.

Spring 2010
1. Fourteen candidates (100%) received a rating of 4 or 5 on the Supervising Administrator's Performance Appraisal instrument.
2. Fourteen candidates (100%) fulfilled the requirements of the Internship Working Agreement.
3. ___ employers (~%) rated items in Section B, Program Evaluation of the Employer Satisfaction Survey for Graduates as Very Satisfied or Satisfied.
4. The majority of survey responders (N=7) rated items in Part III Section C as
<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
<th>Lack of data reporting negatively influences department faculty’s ability to review and share results.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 6</td>
<td>Strengthening Unit Services (Action Plan)</td>
<td>Faculty members teaching this course will be informed that it is imperative to report candidate data relative to outcomes on artifacts. Candidate data is essential for program improvement. All faculty teaching this course must report candidate data relative to artifacts. Department faculty meetings will be used as a forum to impress upon faculty members the importance of data in program continuous improvement.</td>
</tr>
</tbody>
</table>