Wright State University

# CORE Scholar

Academic Program Review Reports      Accreditation & Assessment

2-10-2015

# Education Leadership (Teacher Leader) Academic Program Review, 2014

College of Education and Human Services, Wright State University

## Repository Citation

# Education Leadership (Teacher Leader) – MED

**Enrollment and Graduate History**

|                 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 |
|-----------------|-----------|-----------|-----------|-----------|-----------|
| Enrollment      | 236       | 183       | 119       | 50        | 39        |
| Degrees Awarded | 137       | 135       | 140       | 44        | 27        |

**Program Description**

The Master of Education in Educational Leadership with a concentration in Teacher Leader: Curriculum & Instruction is designed for teachers who want to stay in the classroom while also taking on leadership roles within the school. This program does not lead to an initial or additional teaching license. The environment of preK-12 schools is complex and ever changing, and teachers with leadership skills are essential to shaping the environment into one in which students and teachers alike can succeed. The Teacher Leader M.Ed. Program, which includes standards-based coursework and field activities, prepares teachers to become instructional leaders in their schools.

**Alignment with University Mission, Strategic Plan**

The Teacher Leader M.Ed. program addresses and aligns with the WSU mission and strategic plan. The program aligns with the mission by building a solid foundation for student success through our high quality program, and empowering all of our students and faculty to develop professionally, intellectually, and personally. Specifically, Strategic Plan Goal 1, Objectives A and B, Goal 2, Objective C, and Goal 4, Objectives B and C, are addressed in the coursework and practicum components of the program.

**Program Distinctiveness**

- The program is delivered totally online per student feedback preference.
- The online delivery format facilitates program student needs, as a vast majority of its students are full-time PK-12 educators.

- Per recommendation of the Provost, the program piloted a relationship with Academic Partnerships©, a company specializing in the broad-based marketing of state university online programs.
- Program graduates earn a foundational Master's degree in Educational Leadership, a pre-requisite degree required for emerging school and district leaders seeking licenses for building and central office administrators.
- The program of study requires candidates to complete 300 clock hours of standards-based field activities that assist the students with applying their acquired knowledge and skills within their professional context. Site mentors assist the candidates with planning, implementing, and evaluating their fieldwork.
- The Teacher Leader M.Ed. Program serves as a consistent revenue-generating program for the department with revenues frequently being diverted from the department to cover revenue shortfalls in other college departments.

**Recognitions of Quality of the Program**

- Since the inception of the nationwide *U.S. News and World Report* ratings in 2011, the Teacher Leader M.Ed. Program has been recognized annually as a Top Online Education Graduate Degree program.
- The program consistently earns NCATE Accreditation and approval from the Ohio Board of Regents.

**Program Learning Outcomes**

Program outcomes consist of the six Educational Leadership Constituents Council (ELCC) standards, elements, and indicators describing the content and skills building-level leaders should know and be able to do upon completing the prescribed program of study. The Teacher Leader M.Ed. Program further aligns its curriculum with the Ohio Standards for the Teaching Profession (OSTP).

**ELCC Standards/Elements:**

**ELCC Standard 1:**
A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

**Key elements of ELCC Standard 1:**

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

1.3 Candidates understand and can promote continual and sustainable school improvement.

1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

**ELCC Standard 2:**

A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

**Key elements of ELCC Standard 2:**

2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

**ELCC Standard 3:**

A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

**Key elements of ELCC Standard 3:**

3.1 Candidates understand and can monitor and evaluate school management and operational systems.

3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

3.4 Candidates understand and can develop school capacity for distributed leadership.

3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

**ELCC Standard 4:**

A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and

needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

**Key elements of ELCC Standard 4:**
4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

**ELCC Standard 5:**
A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

**Key elements of ELCC Standard 5:**
5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.
5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

**ELCC Standard 6:**
A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

**Key elements of ELCC Standard 6:**
6.1 Candidates understand and can advocate for school students, families, and caregivers.

6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

## Ohio Standards for the Teaching Profession

### OSTP Standard 1: Students

Teachers understand student learning and development and respect the diversity of the students they teach.

**Key elements of OSTP Standard 1:**

1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.

1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.

1.3 Teachers expect that all students will achieve to their full potential.

1.4 Teachers model respect for students' diverse cultures, language skills and experiences.

1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

### OSTP Standard 2: Content

Teachers know and understand the content area for which they have instructional responsibility.

**Key elements of OSTP Standard 2:**

2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.

2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.

2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.

2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.

2.5 Teachers connect content to relevant life experiences and career opportunities.

### OSTP Standard 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

**Key elements of OSTP Standard 3:**

3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.

3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.

3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.

3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.

3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

**OSTP Standard 4: Instruction**

Teachers plan and deliver effective instruction that advances the learning of each individual student.

**Key elements of OSTP Standard 4:**

4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.

4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.

4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.

4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.

4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.

4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.

4.7 Teachers use resources effectively, including technology, to enhance student learning.

**OSTP Standard 5: Learning Environment**

Teachers create learning environments that promote high levels of learning and achievement for all students.

**Key elements of OSTP Standard 5:**

5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.

5.2 Teachers create an environment that is physically and emotionally safe.

5.3 Teachers motivate students to work productively and assume responsibility for their own learning.

5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.

5.5 Teachers maintain an environment that is conducive to learning for all students.

**OSTP Standard 6: Collaboration and Communication**

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

**Key elements of OSTP Standard 6:**

6.1 Teachers communicate clearly and effectively.
6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.
6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

**OSTP Standard 7: Professional Responsibility and Growth**

Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

**Key elements of OSTP Standard 7:**

7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.
7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

**Description of Learning Outcomes' Assessment Program**

Program course activities and assignments are aligned with six ELCC and seven OSTP standards and elements as well as the College of Education and Human Service's conceptual framework strands. Candidates are assessed on their mastery of essential content knowledge, skills, and dispositions and their attainment of the conceptual framework strands. Candidates further archive required standards-based and conceptual framework-related artifacts within an online portfolio. Candidates' artifacts and portfolios are deemed *Unacceptable*, *Acceptable*, or *Target* by program faculty. Three different reviewers rate the program candidates' professional dispositions at three points: Program Entry (candidate's self-rating); Program Midpoint (candidate's mentor rating of the candidate); and Program Exit (program faculty rating of the candidate). The dispositions are rated as either *Unacceptable* or *Acceptable*. Mentors rate the candidates' professional growth during the candidates' time in the program (i.e., *No Growth*; *Growing*; or *Significant Growth*). The college's data management system, TK20, provides program faculty with longitudinal data of the assessed standards, achievement of the college's conceptual framework strands, and professional disposition assessments.

**Summary of Assessment Findings for Past Five Years**

2008-09

**Strengths**: Teacher Leader M.Ed. candidates consistently within the *Acceptable* to *Target* scales in all six strands of the conceptual framework. All six strands of the conceptual framework received very positive comments from the 2009 Completers Survey.

**Areas for Improvement:** Time span of the program (3 years); TK20 needs earlier implementation and clarification; and, the number of late TK20 submissions needs reducing.

2009-10

**Strengths**: Teacher Leader M.Ed. candidates laud the program's flexibility, convenience, instructors, structures, and support staff. All candidates' key program assessment results fall within the *Acceptable* to *Target* range. All candidates' portfolios are rated at the *Target* level. External reviewers (i.e., candidates' mentors) indicate that candidates show *Growth* to *Significant Growth* resulting from their program experiences. External reviewers further rated candidates' professional dispositions as *Acceptable*. Program graduates indicated they were *Satisfied* to *Very Satisfied* with their program experiences (87%). All six conceptual framework strands had a significant majority (60 to 83%) of *Strong* ratings from survey respondents, and only two strands were cited as *Weak* by 7% of respondents.

**Areas for Improvement**: More synchronous online interactions; more unit development activities (i.e., curriculum coursework); more TK20 instruction; the pace and course order within the full-time summer delivery model; and, availability of some adjunct instructors, especially online.

2010-11

**Strengths**: Portfolio midpoint and final reviews are 95% or more at the *Target* level. According to external reviewers (mentors) at the program's midpoint, candidates' professional dispositions are 100% *Acceptable*. The Teacher Leader Comprehensive Exam has an average score of 80.1% (Spring 2011). Mentors rate the Teacher Leader candidates as *Growing* or *Significant Growth* on 95% of the Professional Growth assessment criteria. Program Completer Survey data (n=30) indicate that 11 (37%) were *Very Satisfied*, 16 (53%) were *Satisfied*, 1 (3%) was *Neutral*, and 2 (7%) were *Dissatisfied* with their program. Respondents indicated they would recommend or have recommended the program to others (87%).

**Areas for Improvement**: Too many late TK20 assessments; and, final portfolio reviewers need more information about the midpoint reviews.

2011-12

**Strengths**: Faculty use TK20 and newly implemented processes/procedures assure candidates' compliance. Effective follow-through is evident by faculty on accepting only target-level work from candidates on standards-based assignments. According to mentors at the program's midpoint,

candidates' professional dispositions are 100% *Acceptable*.  According to program faculty at the program exit, candidates' professional dispositions are 100% *Acceptable*. Twenty (20) survey responders were satisfied to very satisfied with their program (90%).  An equal percentage of responding graduates would recommend or have recommended the program to others.

**Areas for Improvement:** Some redundant course content; portfolio preparation needs to be emphasized more throughout the program; communication regarding program changes needs to be more timely; and, more instructional technology applications are needed.

2012-13

**Strengths**: A vast majority of candidates were rated at either the *Acceptable* or *Target* level on reported key program assessments.

**Areas for Improvement**: Key program assessment data are lacking (i.e., not reported within TK20).

2013-14

**Strengths**: Program completers responding to an exit survey (N = 4) indicated they felt their program prepared them in content knowledge, applying content knowledge, professionalism, and emotional intelligence (100%).  Respondents were equally satisfied with the program's quality and its instructional quality (100%).  Technology preparation was rated at 75% as well as satisfaction with field experience quality and the clarity of program policies and procedures.  Flexibility, course rigor, candidate interactions, and faculty feedback/interaction were cited as positive program attributes.

**Areas for Improvement**: 50% of survey responders (N = 4) indicated that they felt prepared to teach in diverse settings.  50% of responding program completers indicated they were satisfied with their academic advising. Candidates desired more information regarding current education topics (i.e., Common Core, Resident Educator Program, Ohio Teacher Evaluation System).


**Major curricular changes since last review (or past five years)**

- The 3-year face-to-face only program evolved into a 2-year hybrid (50% or more online) program and eventually into a 2-year totally online program.
- An accelerated 1-year program was developed and offered between 2009 and 2012.
- Overall program of study converted from a quarter-based to a semester-based calendar (i.e., 15 courses to 10 courses)
- Three quarter-based courses were eliminated from the program (i.e., EDL712, EDL713, EDL751) and their content was either merged into semester-based courses or purged from the program.
- 3-hr credit courses were planned for 14-week semesters with 2 courses per semester
- Due to the Academic Partnerships contract, courses were required to be revised to a 7-week format with 1 course delivered in Term A and 1 course delivered in Term B

## Graduate placement data, employer satisfaction

| CIP | Program | Wright State University-Main Campus Completions (2013) | Other Regional Completions (2013) | Regional Openings (2014) | Median Hourly Earnings | | Location | Total Jobs for the Occupational Group (2014) | Total Jobs for the Occupational Group (2017) | Growth in Jobs (2014-2017) | Annual Job Openings (2014) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Leadership Studies in Education & Organizations Dept** | | | | | | | | | | | |
| 13.0401 | Educational Leadership and Administration, General | 74 | 269 | | | | | | | | |
| | Occupations: | | | 114* | $34.00 | | Region: | 2,917 | 2,983 | 2.30% | 114 |
| | Education Administrators, Preschool and Childcare Center/Program (11-9031) | | | 29 | | | State: | 18,064 | 18,520 | 2.50% | |
| | Education Administrators, Elementary and Secondary School (11-9032) | | | 44 | | | US: | 496,334 | 518,728 | 4.50% | |
| | Education Administrators, Postsecondary (11-9033) | | | 30 | | | | | | | |
| | Education Administrators, All Other (11-9039) | | | 11 | | | | | | | |
| 13.0501 | Educational /Instructional Technology | 1 | 8 | | | | | | | | |
| | Occupations: | | | 18* | $27.07 | | Region: | 708 | 737 | 4.10% | 18 |
| | Audio-Visual and Multimedia Collections (25-9011) | | | 1 | | | State: | 5,151 | 5,373 | 4.30% | |
| | Instructional Coordinators (25-9031) | | | 17 | | | US: | 167,214 | 177,147 | 5.90% | |
| 52.0201 | Business Administration and Management, General (**Organizational Leadership) | 303 | 870 | | | | | | | | |
| | Occupations: | | | 1560* | $31.21 | | Region: | 42,145 | 43,538 | 3.30% | 1,560 |
| | Chief Executives (11-1011) | | | 124 | | | State: | 270,736 | 279,508 | 3.20% | |
| | Transportation, Storage, and Distribution Managers (11-3071) | | | 40 | | | US: | 8,095,082 | 8,489,527 | 4.90% | |
| | First-Line Supervisors of Housekeeping and Janitorial Workers (37-1011) | | | 78 | | | | | | | |
| | Social and Community Service Managers (11-9151) | | | 38 | | | | | | | |
| | Managers, All Other (11-9199) | | | 371 | | | | | | | |
| | First-Line Supervisors of Personal Service Workers (39-1021) | | | 72 | | | | | | | |
| | Administrative Services Managers (11-3011) | | | 44 | | | | | | | |
| | Industrial Production Managers (11-3051) | | | 50 | | | | | | | |
| | Gaming Supervisors (39-1011) | | | 6 | | | | | | | |
| | Cost Estimators (13-1051) | | | 66 | | | | | | | |
| | General and Operations Managers (11-1021) | | | 303 | | | | | | | |
| | Sales Managers (11-2022) | | | 85 | | | | | | | |
| | Construction Managers (11-9021) | | | 62 | | | | | | | |
| | Management Analysts (13-1111) | | | 221 | | | | | | | |
| | | | | 1,560 | | | | | | | |
| | Department Total and Total Regional Job Openings | 378 | 1147 | 1,692 | | | | | | | |

## If program has professional accreditation, attach most recent review findings and recommendations

- ELCC National Recognition
- NCATE Accredited
- Ohio Department of Education approved
- Ohio Board of Regents approved

==Please complete the information below as applicable so that it can be summarized for the Departmental Program Review Report.==

## Faculty accomplishments and recognitions

There are four (4) full-time faculty assigned to teach in this program, along with several highly qualified adjuncts. Two of the full-time faculty are full professors, one is an associate professor, and the other is an instructor. Each has experience as a licensed classroom teacher.

One full-time professor teaching in the program has had experience as president, leading a statewide organization for professors of educational administration.

One full-time professor has been on the board of directors of a national organization for educational research.

One full-time professor has experience as a superintendent and curriculum director in an Ohio Pre-K-12 public school district.

Both full-time professors and associate professor publish on a regular basis in peer-reviewed journals.

**Programs and areas of recognized excellence with supporting evidence**

- Since the inception of the nationwide *U.S. News and World Report* ratings in 2011, the Teacher Leader M.Ed. Program has been recognized annually as a Top Online Education Graduate Degree program.
- The program consistently earns NCATE Accreditation and approval from the Ohio Board of Regents.

**Capacity for growth of programs**

Our contracted services through Academic Partnerships could garner additional students from locations beyond our geographical service area (i.e., within 75 miles of the main campus).

**New program opportunities**

N/A

**Proposals to enhance programs (if desired)**

N/A