New Program Proposal
Education Specialist in Educational Leadership
Coastal Carolina University

Summary

Coastal Carolina University requests approval to offer a program leading to the Education Specialist degree in Educational Leadership to be implemented in Fall 2014. The proposed program is to be offered through traditional instruction on campus. The purpose of the proposed program is to provide advanced professional studies in graduate-level coursework for educators who are interested in becoming school district-level leaders. Graduates of this proposed degree will qualify for licensure as a school superintendent in South Carolina and may be employed in leadership positions in school districts such as superintendents, assistant superintendents, professional development specialists, program directors, or school principals. Coastal Carolina University currently offers a M.Ed. in Educational Leadership which prepares graduates for licensure at the principal level. The following chart outlines the stages for approval of the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval to the Commission. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Planning Summary received and posted for comment	6/13/13	
Program Planning Summary considered by ACAP through electronic review	7/30/13	USC Columbia stated that its College of Education offers both the Ed.S. and the Ph.D. in Education Administration which have a similar focus and intent as the proposed program at Coastal Carolina. Clemson stated that the dean and a faculty member from Coastal visited with Clemson to discuss the proposal and potential collaboration. Staff asked Coastal Carolina to use the template provided in the Commission's *Policies and Procedures for New Academic Programs* for the full proposal. Staff requested that the proposal discuss the possible collaboration with both Clemson and USC Columbia.
Program Proposal Received	9/12/13	
ACAP Consideration	10/17/2013	Coastal confirmed a mission statement change was approved by CHE on October 3, 2013, to allow Coastal Carolina to offer an Ed.S. degree. Staff stated that a copy of the proposal would be forwarded to the Department of Educator Services at the South Carolina Department of Education for consideration of licensure authority after approval by CHE. Staff also informed the institution that several recommended edits would be forwarded to the institution in a tracked changes document.

Stages of Consideration	Date	Comments
Comments and suggestions from CHE staff to the institution	11/15/13	Staff requested a revised proposal be submitted using the template provided in the Commission's *Policies and Procedures for New Academic Programs* because several sections were missing from the proposal.
Revised Program Proposal Received	11/21/13	
Comments received from CAAL members	1/2/2014	Commissioner Munns asked for additional information about program assessment and estimated costs of the program. Staff requested this information from the institution.
Responses provided to CAAL	1/8/2014	Staff distributed the requested information to CAAL (attached).
CAAL Consideration	1/9/2014	CAAL voted to recommend approval to CHE.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Education Specialist degree in Education Leadership to be implemented in Fall 2014.

Commissioner Munns's Questions and Institutional Responses
Regarding New Academic Degree Program Proposals
Committee on Academic Affairs and Licensing, January 9, 2014

Coastal Carolina University, Ed.S., Educational Leadership

QUESTION: Pg. 16. The program assessment does not seem to account for the business customer. To what degree will you assess the program to account for placement and job performance metrics?

INSTITUTIONAL RESPONSE: The current M.Ed. Education Leadership Program does conduct an exit interview of all graduating students, and this procedure will be continued through the new Ed. Specialist Degree. This exit interview allows the Program Director to gather data about the graduates' current job and/or any changes or promotions due to their recent degree completion. Most students will come from our local five-county service area, and the program already has a close working relationship with these counties and will know where students wind up after completion. The program is also beginning to collect data through an Employer Survey sent to these various school systems and through an Exit Survey sent to students after graduation. The job placement and/or advancement information will vary in that many of our graduates may assume a variety of different leadership positions while still in their teaching position. For example, an individual may become a curriculum director or curriculum coach with administrative responsibilities. Most of our M.Ed. graduates who do elect to become full-time administrators usually have to first serve as assistant principals before moving into a principal position and beyond. Because our M.Ed. program is relatively new, we can only begin to collect data and follow graduates from our 2012 and 2013 cohorts. However, this same process will be done with the Ed. Specialist Degree.

QUESTION: Pg. 23. Please explain your financing assumption, i.e., 45 credit hours in the first year would be about 4 students at an annual tuition of $10,000 yielding only $40,000 not $106,000?

INSTITUTIONAL RESPONSE: The projected enrollment and credit hours produced for 2014-2015 are based on a full academic year (fall, spring, <u>and</u> summer). During those three semesters, Coastal is projecting that students in the proposed program will enroll in a total of 198 credit hours. Please note that students are also projected to take more credits during the summer terms than during the fall or spring terms because most of these students are already working in various school systems. The revenue projections are based on a full academic year. The 45 hours referred to in the e-mail dated January 2 is for the fall 2014 semester only.

COASTAL CAROLINA UNIVERSITY
Conway, South Carolina

Proposal to
South Carolina Commission on Higher Education

To establish an
Ed.S. in Educational Leadership

September 15, 2013

Program contact:
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Signature will be provided on original

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David A. DeCenzo
President

I. Classification

Program Title:	Specialist in Educational Leadership
Academic Unit Involved:	Spadoni College of Education
Designation of Degree:	Ed.S., post-master's level
Proposed Date of Implementation:	Fall, 2014
CIP Code:	13.0401
Site:	CCU Main Campus
STEM, Palmetto Fellows and Life Scholarship Designation:	No
Delivery Mode:	Traditional, online and hybrid
Area of Certification:	District Superintendent

II. Institutional Approval

List of titles of all internal institutional bodies of which approval was required and the dates of each institutional approval of the program.

Internal Institutional Body	Date of Required Approval
Academic Department	03/25/2013
Graduate Curriculum Committee, College of Education	03/25/2013
Dean, College of Education	03/25/2013
Graduate Council	03/25/2013
Faculty Senate	04/04/2013
Provost	06/13/2013
President	06/13/2013
Board of Trustees	10/11/2013

III. Purpose

Purpose of the Program

The proposed Ed.S. in Educational Leadership program is designed to provide advanced professional studies in graduate-level coursework for educators who are interested in becoming school district-level leaders or those who wish to further develop their professional skills and dispositions. Through the program, these educators build knowledge of the functions of high achieving school districts in areas such as curriculum, instruction, management, personnel, finance, school law, and public relations, as well as how the interaction of these areas at the district-level of administration ultimately contributes to student achievement.

It is expected that students who successfully complete the Ed.S. in Educational Leadership program will a) qualify for licensure as a school superintendent in South Carolina; b) occupy key leadership positions in school systems, e.g., assistant superintendents, professional development specialists, program directors, school principals; and c) be committed to improving student achievement. It is further expected that the program will graduate school district leaders who are able to effectively address district-level educational issues by appropriately applying theory and research-based practices.

Objectives of the Program

Program Goal

Adapted from the 2011 Educational Leadership Constituent Council (ELCC) District-level Standards, the goal of the Ed.S. in Educational Leadership program is to prepare educational leaders to promote the success of all students. This goal will be accomplished by applying knowledge gained throughout the program so as to assist in:

1. Facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promoting continual and sustainable district improvement; and evaluating district progress and revising district plans supported by district stakeholders.

2. Sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

3. Ensuring the proper management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

4. Enhancing collaboration with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

5. Informing aspiring district leaders' practices so they act with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision-making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

6. Showing an ability to understand, respond to, and influence the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national

decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

7. Synthesizing from aspiring district leaders' coursework, field experiences, and internships monitored by qualified, on-site and university supervisors, and applied in school and district-based field experiences through clinical practice.

Student Learning Outcomes (SLOs)

The SLOs for the program are a function of coursework designed to achieve the program goals for candidate proficiency and are derived from Spadoni College's Conceptual Framework (CF). Successful program completers will be able to:

1. Apply content and pedagogical knowledge as educational leaders to teaching, learning, school and community processes in PK-12 schools at the highest administrative levels.

2. Integrate district-level leadership in the use of technology leading to the improvement of teaching, learning, and school operations for students in PK-12 schools.

3. Demonstrate their ability to work as educational leaders from building or district-level administrative positions with diverse populations comprising a school's learning community.

4. Demonstrate professional behaviors and dispositions as leaders in the highest leadership positions in PK-12 schools.

5. Engage in reflective practice and demonstrative administrative leadership to improve all aspects of school and district-level functions with a primary focus on teaching and learning for students, teachers, and staff in PK-12 schools.

IV. Justification

Need for Program

Shortly after the commencement of the Coastal Carolina University (CCU) M.Ed. in Educational Leadership program, students and district employees began inquiring about further study. Anecdotal information collected from students and regional school district administrators revealed that future opportunities for advanced degree options beyond the Master's degree were not only a topic of great interest, but also necessary in today's standards and accreditation climate. To gauge local interest in the proposed Ed.S. in Educational Leadership Program, employees of the Horry County Schools were surveyed in April 2011 (see Appendix 2: Interest Survey and Results). One hundred and ninety-seven employees responded to the survey. The respondents indicated a high level of interest in the University offering the Ed.S. Program. Thirty-seven respondents (18.8%) indicated that their interest in the program was "extremely high," and also responded that, if the degree were offered, they would, without reservation, enroll in the program. One hundred sixteen respondents (58.9%) rated their interest as relatively high. Eighteen respondents (9.1%) indicated they were interested in the program. It is important to note that, for convenience, the survey was administered to Horry County Schools and does not capture additional demand in neighboring school districts, e.g., Georgetown, Marion, Florence, Dillon, and Williamsburg. CCU's Educational Leadership faculty have continued to discuss the efficacy of the Ed.S. Program with the region's school district leadership, with students in and graduates from the M.Ed. program and with the two M.Ed. in

Educational Leadership advisory committees, one comprised of student representatives, and one representing regional school principals. All indications from these sources support the information derived from the 2011 survey – demand does exist.

As of the Fall 2103 semester, 74 students have graduated from the existing M.Ed. in Educational Leadership Program, and 121 students are currently enrolled in the program, thus providing an immediate pool of possible local candidates for the new Ed.S. in Educational Leadership Program. The survey shows another immediate pool of students for the proposed Ed.S. in Educational Leadership which includes 153 (77.7%) of the respondents who indicated a strong interest in taking advanced coursework (see Appendix 3, question 4). The nearest state university offering the Ed.S. in Educational Leadership is about 100 miles away, so CCU's proposed program in educational leadership offers convenient advanced study opportunities to area educational leaders.

According to the December 2012 Teacher/Administrator Supply and Demand Survey conducted by South Carolina's Center for Educator Recruitment, Retention, and Advancement (CERRA), in 2012-13, 427 new administrators were hired in South Carolina. Thirty-four positions at the district-level of administration were left vacant this past year. The Bureau of Labor Statistics (BLS) website cites a national growth rate need of five percent per year for chief executive officers of organizations, such as school superintendents, for 2010-2020. The BLS projects a growth rate of positions for elementary and secondary school administrators of 10% per year for the same time period (Bureau of Labor Statistics, 2013). This demand will become more acute as the occupants of senior leadership positions in educational systems continue to retire in large numbers (Terranova, Fale, Ike, Rogers, Cattaro, Fiore, & Zseller, 2009).

Students in most Educational Specialist Leadership Programs generally are educational leaders already working within school systems. This is important to note since there is an expanding research base in educational leadership recognizing the relationship between the skills, knowledge base, and dispositions of educational leaders, and actual student achievement (Leithwood, K., Seashore Louis, K., Anderson, S. & Wahlstrom, K., 2004). As a result, the proposed Educational Specialist (Ed.S.) in Educational Leadership Program at Coastal Carolina University will make contributions to the region's educational infrastructure by providing qualified candidates for vacancies in educational leadership who positively impact student achievement within their local school systems.

Another justification for this proposed program is the recent emphasis on PK-20 educational institutions creating linkages that leverage resources, create dialogue to inform various institutional practices, and, in general, more closely collaborate with each other (Furtrell, 2010). The proposed program addresses needs articulated by PK-12 educators as it contributes to PK-12 educational leaders' knowledge based on best practices for enhancing student achievement. In addition, Coastal Carolina University has a long history of commitment to serving the needs of educators in the region. Program faculty have used and will use feedback from student evaluations, surveys, and information from advisory groups, such as its Spadoni College of Education's Board of Visitors, and various committees composed of students and school district officials, to update and revise the new program, as needed.

Centrality of the Program to the Mission of the Institution

The Ed.S. in Educational Leadership is central to fulfilling the University's mission statement, which states, in part:

> Coastal Carolina commits its resources to… students by building baccalaureate; selective master's and **specialist** (emphasis added) programs of national and/or regional significance in the arts and sciences, business, humanities… Coastal Carolina fully embraces its leadership role as a regional center of economic and intellectual resources, (and) lifelong learning… programs.

The Spadoni College of Education is one of four colleges at Coastal Carolina University (CCU). CCU's and the Spadoni College of Education's contributions to the educational systems of the region are widespread. For instance, CCU estimates that 75% of the current teachers in Horry County have ties to the Spadoni College of Education degree programs (Coastal Today, 2013). As a provider of undergraduate degree programs and advanced degree programs in education, and as a provider of professional development to the region's PK-12 schools, CCU can support the program as the door to advanced study beyond the master's degree. This aligns with the mission statement. Further, the proposed Ed.S. degree fulfills CCU's mission's goal of offering "specialist" degrees.

The program also contributes to CCU's mission to become a regional center of economic, intellectual, and lifelong learning. Preparing the educational leaders of the region has wide-ranging and long-term effects on the educational, economic, and social systems of the region. This program is a keystone to the development of the region's human capital by providing skilled educational leaders at the PK-12 level. Without effective leadership – especially in today's rapidly changing climate (e.g., accreditation standards, technology, etc.) - schools struggle. Without effective schools, students flounder; and as a result, all aspects of our society are adversely affected over time.

Listing of Similar In-state Programs

Public institutions of higher education in South Carolina that offer an Educational Specialist degree in educational leadership or administration and supervision include Clemson University, the University of South Carolina at Columbia, South Carolina State University, and The Citadel. Private institutions that offer an Educational Specialist program are Converse College and Bob Jones University.

Relationship of the Proposed Program to Other Related Programs

The proposed program links directly to Coastal Carolina University's current M.Ed. in Educational Leadership program, which began in 2009 and provides a program of study in school administration and educational leadership for school districts in Horry, Georgetown, Williamsburg, Marion, and Florence counties leading to administrator licensure at the principal level. The proposed Ed.S. in Educational Leadership Program will serve the same region and lead to licensing at the superintendent level, while also providing professional development and a competitive advantage essential for educational leaders to qualify for positions at the building and district levels of leadership.

The proposed Ed.S. in Educational Leadership is the next phase of educational and professional development for those who already hold a master's degree in educational leadership. It will augment CCU's M.Ed. in Educational Leadership program, which is nationally recognized by the National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP). The M.Ed., Educational Leadership program has also met the requirements of the South Carolina Department of Education. To date, all graduates of the M.Ed. program have met the licensure requirement of passing the PRAXIS II exam in Educational Administration and Supervision. Program faculty continually respond to student

evaluation feedback and, as a result, have established a Student Advisory Committee and a Principals' Advisory Committee to provide insights regarding program improvement. Similar committees will be established for the proposed Ed.S. program. Faculty anticipate that the experiences gained through the process of establishing the M.Ed. and the coordination of feedback between all of the advisory groups will closely align the curricula, procedures, and processes of the current M.Ed. program with the proposed Ed.S. program.

Similarities and Differences of Proposed Program to Other State Programs

The in-state institution offering the Educational Specialist program that is closest geographically to Coastal Carolina University is The Citadel, which is approximately 100 miles away in Charleston, South Carolina. Thus, CCU's proposed Ed.S. in Educational Leadership program will provide opportunities to a region where distance is an impediment to further graduate-level studies. The design of CCU's proposed program closely resembles that of Clemson University and may facilitate students completing doctoral-level work. The number of web-based degree programs in educational leadership is expanding quickly. It is important to note, however, that the Ed.S. in Educational Leadership program at CCU will be aligned to South Carolina standards, and, thus, it will be able to respond more quickly to changes at the state level, thereby better serving the needs of local district and building-level administrators.

V. Admission Criteria

The Spadoni College of Education will only admit a finite number of educational leadership specialist students annually on a competitive basis. Applicants entering the educational specialist program with graduate credit hours beyond a master's degree can apply for substitution of up to six credit hours. Students may apply to the Ed.S. in Educational Leadership Program through CCU's Office of Graduate Studies (http://www.coastal.edu/graduate/index.html). With the course instructor's permission and the program coordinator's approval, students may take up to nine hours of coursework at CCU without formal admission to the program.

In general, students are encouraged to apply to the specialist program for the cohorts starting in the fall semester. The main application deadline for the program is February 15. The Educational Specialist Portal One Committee will evaluate applications and notify candidates by mail of acceptance or rejection by March 15th for matriculation at start of the following fall semester.

Students may be considered for beginning graduate work on an alternate schedule, typically spring semester, at the discretion and recommendation of the Education Specialist Portal One Committee and coordinator. Students proposing to enter the program on an alternate schedule with needs for any other special consideration affecting matriculation should contact the Office of the Coordinator of the Educational Specialist Program prior to submitting an application.

Applicants to the program must have a minimum of three years of teaching experience and be licensed as a school principal to enroll in the program. To be admitted, the student must satisfy the following requirements:

1. A completed application for graduate study at the University.
2. Official transcripts of all undergraduate and graduate coursework from each school previously attended.

3. An earned master's degree in educational leadership or related field with an overall cumulative grade point average of 3.0.
4. A minimum of three years of teaching experience.
5. A statement of interest in the program. This statement addresses the candidate's reasons for pursuing a career in educational leadership. This statement explains why the Coastal Carolina University Educational Specialist program is the right fit to help reach the candidate's goals.
6. Three letters of reference. The letters specifically address the candidate's ability to balance the demands of high level graduate coursework and their personal and professional lives.
7. Applicants who are not native English speakers must demonstrate proficiency in English. This may be demonstrated by a minimum of 550 TOEFL (paper-version), 220 on TOEFL (computer-version), or 80 on TOEFL IB (Internet-version) exams.
8. A successful interview with the Portal I Faculty Committee.
9. Approval of the Portal I Faculty Committee.

VI. Enrollment

Projected Total Enrollment Table

With the set retention rate is 80% for each entering class of students, Table 1 presents data for projected total and estimated new headcount for 2014-2018 by semester.

Table 1: Projected Enrollment for 2014-2018 and Credit Hours Generated

	Fall Semester		Spring Semester		Summer Semester	
Year	Total Headcount	Credit Hours	Total Headcount	Credit Hours	Total Headcount	Credit Hours
2014-2015	15	45	15	45	12	108
2015-2016	27	81	27	81	24	144
2016-2017	39	153	27	81	24	144
2017-2018	39	153	27	81	24	144
2018-2019	39	153	27	81	24	144

Discussion of Estimates

These enrollment estimates are based on some conservative assumptions. (1) At least 15 new students enter the program each fall. (2) Credit hours are based on Semesters 1, 2, 4, 5, and 6 being three credit hours, Semester 3 is nine credit hours, and Semester 7 (final semester) is six credit hours. (3) The first year total headcount is based on an 80% retention rate. (4) Years 2 – 5 headcount is based on a 100% graduation rate of returning students after the seventh semester and 80% of students returning spring-to-fall.

Discussion of Number of New Students

Based upon the rigor of the program, available resources, and prior experiences with enrollment numbers of the M.Ed. in Educational Leadership program, Coastal Carolina University plans to admit up to 15 students each fall semester beginning in 2014. This enrollment number is based on filling one section of 15 for each year for the first three years of the program. The projected enrollment numbers for the Ed.S. reflect the enrollment experience of the M.Ed. in Educational Leadership, the survey of Horry County teachers, and a retention rate of 80% of the enrollees.

VII. Curriculum

Sample Curriculum

The 2011 ELCC District-level Standards (see Appendix 2) contain the guiding principles for the curricular design of the proposed Ed.S. in Educational Leadership degree program. The two and one-half (2.5) year curriculum is cohort-based and taught during the University's Fall, Spring, and Summer terms. Courses are taught in a hybrid format blending face-to-face instruction with online instruction, with three courses delivered entirely through online instruction. All of the core courses required for the program will contain required field experience activities. Students are required to accrue 100 field experience hours before beginning their two, 150-hour, semester-long internships. Students must pass Assessment #1: Content assessing students' understanding of the Part I: Core Courses. Portal 2 consists of passing the written comprehensive exam administered in the Year 2, second semester before the student begins the second part of the curriculum, Part II: Application Courses (EDAD 794, EDAD 790, and EDAD 795). In order to graduate from the program, the student must have an overall 3.0 grade point average (GPA). The 33 credit hour curriculum for the program is as follows:

Table 2: Proposed Ed.S. Curriculum Sequence

Course Number and Title	Credit Hours	Year and Term Offered
Part I: Core Courses		
EDAD 701 Advanced Theory and Practice of Leadership and Management	3	Year 1, Fall
EDAD 789 The Superintendency and District-level Leadership	3	Year 1, Spring
EDAD 760 Instructional Leadership and Supervision	3	Year 1, Maymester
EDAD 780 Politics and Policy of Education	3	Year 1, Summer
EDAD 777 School Facilities	3	Year 1, Summer
EDAD 735 School District Finance	3	Year 1, Summer
EDAD 786 Topics in Educational Leadership	3	Year 2, Fall
EDAD 788 Action Research	3	Year 2, Spring
Part II: Application Courses		
EDAD 794 District-level Internship I	3	Year 2, Summer
EDAD 790 Seminar in Educational Leadership	3	Year 3, Fall
EDAD 795 District-level Internship II	3	Year 3, Fall
Total Credits	**33**	

List and Description of All New Courses

Part I: Core Courses

EDAD 701 Advanced Theory and Practice of Leadership and Management (3 cr.) [Preq: Master of Education (M.Ed.) degree in Educational Leadership or its equivalent, be matriculated in the Educational Specialist degree program (Ed.S.)]. Advanced leadership and management theories will be examined to analyze, plan for, implement, and evaluate strategies for educational leaders to support school improvement processes in rapidly changing social, economic, and political contexts.

EDAD 789 The Superintendency and District-level Leadership (3 cr.). [Preq: Master of Education (M.Ed.) degree in Educational Leadership or its equivalent, be matriculated in the Educational Specialist degree program (Ed.S.)]. The course surveys the basic functions, duties,

responsibilities, and current problems confronting school superintendents. Students also learn about applying administrative theories, understanding organizational behavior and development, developing relations with the school board, and the various other roles of the superintendent and other district-level administrators.

EDAD 735 School District Finance (3 cr.). [Preq: EDAD 701 and EDAD 789; a Master of Education (M.Ed.) degree in Educational Leadership or its equivalent, be matriculated in the Educational Specialist degree program (Ed.S.)]. This course includes theory and practice of business management, internal accounting procedures, and South Carolina public school finance. Field-based experiences are designed to allow students to transfer theory into meaningful practice in school district financial management.

EDAD 760 Instructional Leadership and Supervision (3 cr.) [Preq**.** EDAD 701 and EDAD 789; a Master of Education (M.Ed.) degree in Educational Leadership or its equivalent, be matriculated in the Educational Specialist degree program (Ed.S.)]. From the framework of district-level leadership, this course surveys the process for supervising, improving, coordinating, and evaluating instruction. It includes contemporary trends in supervisory practices and professional development.

EDAD 777 School Facilities (3 cr.). [Preq**.** EDAD 701 and EDAD 789; a Master of Education (M.Ed.) degree in Educational Leadership or its equivalent, be matriculated in the Educational Specialist degree program (Ed.S.)]. This course is about the interaction of facilities and learning in PK-12 education. Students learn about basic facilities issues at the building and district-level including facilities management concepts and processes related to buildings and grounds. In addition, students learn how to plan for and implement facilities development and major construction projects.

EDAD 780 Politics and Policy of Education (3 cr.) [Preq**.** EDAD 701 and EDAD 789; a Master of Education (M.Ed.) degree in Educational Leadership or its equivalent, be matriculated in the Educational Specialist degree program (Ed.S.)]. The framework of this course is the micro and macro-politics of education in the United States. It provides an introduction to the field of educational politics, the political process, and their transformation into policy.

EDAD 786 Topics in Educational Leadership (3 cr.). [Preq**.** EDAD 701 and EDAD 789; Students enrolled in EDAD 786 must hold a Master of Education (M.Ed.) degree in Educational Leadership or its equivalent and be matriculated in the Educational Specialist degree program (Ed.S.)]. Topics are determined by the interests and needs of the students and the instructor, including a focus on Special Education, the Common Core Standards, educational law and instructional technology. Topics identified and researched in EDAD 786 are used for action plans designed in EDAD 788 Action Research and implemented in EDAD 795 District-level Internship II.

EDAD 788 Action Research (3 cr.) [Preq**.** EDAD 701 and EDAD 789; Students enrolled in EDAD 788 must hold a Master of Education (M.Ed.) degree in Educational Leadership or its equivalent and be matriculated in the Educational Specialist degree program (Ed.S.)]. The course advances the proposition that the action research approach is a useful paradigm in the field. After learning about action research methodologies, students collaborate with a district-level educational leader who works with the student identifying an educational policy or procedural issue for action research. The student may use the action research topic to build an action plan addressing the issue for implementation in EDAD 795: District-level Internship II.

Part II: Application Course Descriptions

EDAD 794 District-level Internship I (3 cr.) (Preq: Successful completion of all Ed.S. Part I Core Courses and written comprehensive exam, documentation of 150 field experience hours). The first in a two-semester district-level internship, this field-based course provides experience in district-level leadership roles under the guidance of an experienced field mentor and a university supervisor. Candidates are required to participate in and complete a minimum of 150 hours of activities in each of the two, semester-long field placements.

EDAD 790 Seminar in Educational Leadership (3 cr.). (Coreq: EDAD 795 or permission of instructor). Through interviews, readings, discussions, and research, students apply action research techniques and practices to design and apply solutions to problems in school administration and supervision in EDAD 795 District Internship II or, with the instructor's permission, another educational organization.

EDAD 795 District-level Internship II (3 cr.) (Preq: EDAD 794; Coreq. EDAD 790). The second of a two-semester internship, this field-based course provides experience in district-level leadership roles under the guidance of an experienced field mentor and university supervisor. Candidates are required to participate in and complete a minimum of 150 hours of activities in each of the two, semester-long field placements. A major component of this course is implementing an action plan to address the field-based problem researched in EDAD 788.

VIII. Assessment

Assessment of Student Learning Outcomes

The assessments of the student learning outcomes of the Ed.S. in Educational Leadership Program are designed to meet the accreditation standards of the NCATE/CAEP requirements. These assessments will be submitted to the LiveText or similar software for archiving and data analysis. Following is a table outlining the six assessments meeting the requirements of ELCC. After the table is a brief description of each assessment.

Table 3: Proposed Program Assessments, Cross-Referenced to ELCC Standards

Assessment number and ELCC Standard Assessed	Assessment Location in Degree Sequence	Assessment Name
Assessment 1: Content ELCC Standards 1-6	End of Core Courses	Written Comprehensive Exam
Assessment 2: Content ELCC Standards 1-6333 Instruction	EDAD 780: Politics and Policy of Education	Case Study
Assessment 3: Professional Leadership Skills in Instructional Leadership ELCC Standards 1, 2	EDAD 760: Instructional Leadership and Supervision	District Curriculum and Instructional Audit

Assessment number and ELCC Standard Assessed	Assessment Location in Degree Sequence	Assessment Name
Assessment 4: Professional Leadership skills in a district level internship setting ELCC Standards 1-6	EDAD 794 District Level Internship I EDAD 795 District Level Internship II	Site Supervisor Evaluation
Assessment 5: Professional Leadership Skills that support P-12 Student Learning ELCC Standards 2, 4, 5	EDAD 789: The Superintendency and District Level Leadership	District Improvement Change to Support Student Learning
Assessment 6: Professional Leadership Skills in organizational Management and community relations ELCC Standards: 3-4	EDAD 777: School Facilities	Public Relations Campaign Plan

Description of Assessments

Assessment #1 Comprehensive Exam

ELCC Standards: 1-6 (SLO Assessed: 1-5)

Students are required to pass the qualifying comprehensive exam at the end of the core coursework and before engaging in the application courses phase of the degree program. The comprehensive exam will assess a broad range of disciplinary knowledge based upon the students' coursework and the ELCC district level standards.

Assessment #2 A Case Study on External and Internal School District Politics and Policy in Practice

A case study provides candidates with an opportunity to evaluate a scenario and analyze their understanding of key principles for sustaining a district culture and instructional program conducive to student learning and staff professional growth.

ELCC Standards: 1, 2, 4, 6 (SLO Assessed: 1, 2, 5)

Assessment #3 District Curriculum and Instructional Audit

ELCC Standards: 1, 2 (SLO Assessed: 1)

With the adoption of the Common Core Standards in South Carolina, increased attention to student achievement metrics in English Language Arts and Mathematics is occurring. In order for candidates to reflect learning in areas as measured by state assessments, congruence between common core curricula in these disciplines with district practices in curriculum,

instruction, assessment and professional development is critical. Candidates will select either English Language Arts or Mathematics curriculum from their school district and conduct a comprehensive PK-12 district-wide comprehensive curriculum and instruction audit. The audit plan must include seven distinct components.

Assessment #4: Internship Site Supervisor Evaluation

ELCC Standards: 1-6 (SLO: 1-5)

A two-semester, district-level, field-based internship that provides experience in district level leadership roles under the guidance of an experienced field mentor and university supervisor.

Assessment #5 District Improvement Change to Support Student Learning

ELCC Standards: 2, 4, 5 (SLO Assessed: 1-5)

Candidates will identify and address an issue/problem that is related to improving curriculum and instruction in P-12 student learning. Candidates will develop a District Improvement Change to Support Student Learning that demonstrates their understanding of district-level culture, student learning, collaborating with staff, families and community and acting with integrity, fairness and in an ethical manner in a district-wide context.

Assessment #6 Public Relations Campaign Plan

ELCC Standards: 3, 4 (SLO Assessed: 2, 3)

Candidates will design a public relations campaign plan to garner support for a bond issue to build new school buildings and retrofit existing buildings for new technology and maintenance. In order to do that, candidates must have the necessary information available to present to the public. This is a three-part assignment: Assessment of Facility and Space Utilization; Facility and Space Utilization Plan; and a Public Relations Campaign Plan. The Public Relations Campaign Plan will provide various constituencies with information to make an informed vote on the bond referendum.

Discussion of Plan for Programmatic Assessment

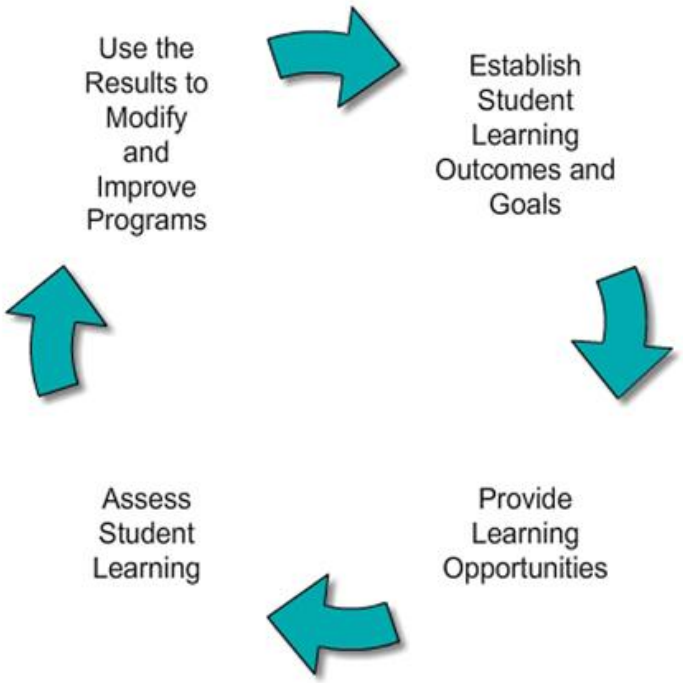
Program assessment comes from two major sources. First, students' learning will be assessed through course assignments and the assessments described in this proposal that are required to meet ELCC accreditation requirements. The second set of assessment tools uses information from student course evaluations, faculty produced surveys exploring information derived from various data sources, and the qualitative feedback from periodic meetings with a student advisory council and a separate advisory council of district-level leaders, both of which will be formed upon program implementation.

Explanation of How Assessment is Used to Make Changes to Program

Coastal Carolina University currently uses the following process for assessment:

Figure 1:

Assessment Cycle for Continuous Improvement



This system of continuous improvement is the foundation for reviewing assessment outcomes at the College level. The College has a formal review process. Data from the sources described in the previous section, the Plan for Programmatic Assessment, are analyzed by program faculty to inform improvement in the curriculum, instruction, assessment, policy and procedures components of the Ed.S. Program. There is a College schedule outlining activities comprising the continuing improvement process derived from various assessments that are ongoing throughout the academic year. The goals, objectives, and logistics of plans derived from assessments are stored in a university-wide computer system named TEAL Online.

IX. Faculty

The following table shows the rank and academic qualifications of each faculty member who will be involved in the program:

Table 4:- Faculty List

Staff by Rank	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Associate Professor #1	Ed.D	Educational Leadership	Yes
Associate Professor #2	Ed.D.	Educational Leadership	Yes
Assistant Professor #3	Ph.D.	Educational Administration and Policy Studies	Yes
New Hire Fall 2015 Assistant or Associate Professor	Ph.D. or Ed.D.	Educational Leadership	Yes

Qualifications of New Faculty and Staff

The new, full-time tenure-track faculty member for the program will possess a terminal degree in Educational Leadership, Educational Administration, or their equivalent; have experience as a district-level school leader; and ideally have higher education teaching experience.

Proposed Changes in Assignment-Current Faculty

In order to administer the program, a current faculty member will be released from one course each semester. Responsibilities for this person will include student recruitment, facilitating admissions procedures, student advisement, class scheduling and staffing, budget development, comprehensive exam generation and administration, internship placement, program evaluation, data management, and other matters specifically related to the program.

Faculty Development Plan

Coastal Carolina University promotes professional development and growth through an ongoing process involving all faculty and this will apply to the proposed Ed.S. faculty. The Office of the Provost and Senior Vice-President for Academic Affairs oversees travel, reassigned time, small grants, and community service opportunities. Grants made available through the Office of the Provost include the following: professional activities Travel Mini-Grants, Academic Enhancement Grants, Assessment Mini-Grants, and Proposal-Writing Grants. Support for faculty travel for presentation at professional conferences is available from the Spadoni College of Education. Scholarly activities are also supported by the Office of the Vice-President for Research, providing pre-award and post-award support services for faculty seeking external funding.

FTE Definition and Faculty Headcount

A full-time equivalent (1 FTE) for graduate faculty at Coastal Carolina University is defined as seven courses during the academic year.

Unit Administration, Faculty, and Support Table

Table 5: Faculty, Staff and Administrators Employed for the Ed.S. in Educational Leadership

YEAR	***NEW***		***EXISTING***		***TOTAL***	
	Headcount	***FTE***	***Headcount***	***FTE***	***Headcount***	***FTE***
Administration						
2014-2015	0	0.00	2	0.35	2	0.35
2015-2016	0	0.00	2	0.35	2	0.35
2016-2017	0	0.00	2	0.35	2	0.35
2017-2018	0	0.00	2	0.35	2	0.35
2018-2019	0	0.00	2	0.35	2	0.35
Faculty						
2014-2015	0	0.00	3	0.75	3	0.75
2015-2016	1	1.00	3	0.75	4	1.75
2016-2017	0	0.00	4	1.75	4	1.75
2017-2018	0	0.00	4	1.75	4	1.75
2018-2019	0	0.00	4	1.75	4	1.75

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Staff						
2014-2015	0	0.00	1	0.10	1	0.10
2015-2016	0	0.00	1	0.10	1	0.10
2016-2017	0	0.00	1	0.10	1	0.10
2017-2018	0	0.00	1	0.10	1	0.10
2018-2019	0	0.00	1	0.10	1	0.10

X. Physical Plant

Explanation of the Proposed Modification's Effect on the Physical Plant's Ability to Support the Program:

Kearns Hall currently houses the Spadoni College of Education. All classrooms are connected to the internet and have smart whiteboard technology. In addition, two computer labs, an online broadcasting facility, and a recording studio for faculty use are housed within the College. Courses in the proposed concentration will be taught online and/or in existing classrooms with internship placements available in surrounding school districts with which we have existing "memoranda of understanding" (MOU) for clinical placements. There are no additional physical plant requirements needed to support the proposed program for the first five years.

Discussion of Additional Physical Plant Requirements

The proposed Ed.S, program requires no additional physical plant requirements.

XI. Equipment

No additional equipment will be necessary to support the new program that would not already be sought for normal research and instructional practice.

XII. Library Resources

Effect of the Proposed Modification on the Library's Ability to Support the Program:

Kimbel Library is a small academic library with holdings of over 230,000 items in all formats. The library subscribes to over 30,000 periodicals: magazines, newspapers, scholarly journals, and proceedings in print and online formats and provides access to its holdings and to over 100 online citation, abstracting, full-text and reference resources via the World Wide Web at (http://www.coastal.edu/library). Library instruction sessions are available to all academic departments covering general library usage as well as project or course-specific sessions for upper-level research-oriented courses. This report addresses library holdings in support of the proposed Ed.S. in Educational Leadership program.

Coastal Carolina University fully supports and participates in PASCAL (Partnership Among South Carolina Academic Libraries), our state academic library consortium. Students have access to books from other South Carolina academic libraries through PASCAL Delivers, a rapid book delivery service provided by PASCAL. This consortium is particularly valuable to the Ed.S.

program as students have access to relatively expensive and specialized monographs in areas pertinent to educational leadership.

Quantitative Analysis of Library Holdings

Monographs

A quantitative comparison of Kimbel Library's holdings in the area of educational leadership was conducted using the 2000 edition of the Association of College and Research Libraries *Standards for College Libraries*. Subject areas relevant to the proposed program were identified using the Library of Congress *Classification Web* tool. In the 2009 analysis of the Education Leadership program, the library compared holdings to three peer institutions, which were chosen based on FTE student enrollment (10,000 or less), type of institution (regional, liberal arts), and presence of a master's level degree program in educational leadership. Analysis for the certificate program in educational leadership uses core titles held. The analysis also makes a quantitative comparison to titles held in support of the M.Ed. in Education Leadership in 2009.

The library holds 790 monographs in support of the Ed.S. in Educational Leadership program; titles held in 2009 were 494, so monographic titles held have increased by 60%. This is due to concerted effort by the College of Education to build the collection in this area and an intensive assessment of the education collection in 2011, during which new core titles were added in support of all areas of the education curriculum.

Table 6: Monographic Holdings by Subject: Format

Subject	Call Number Range	Book	ebook	DVD	Online	Total
Educational Law and Legislat.	KF 4101 - 4150	40	8	0		48
School Management and Org.	LB 2805-2806	235	156	1	3	395
Education - Finance	LB2824-2830.5	34	19		3	56
School Personnel Mgmt.	LB2831.5-2844.4	138	86	2	1	227
Special Education	LC3950-3990.4	38	25	1		64
Total		485	294	4	7	790

Table 7: Monographic Holding by Subject: Age and Core Titles Held

Subject	Call Number Range	# Titles KL	Date	Core Titles Held	Core Not Held	% Core Held
Educational Law and Legislat.	KF 4101 - 4150	48	1985	4	10	29%
School Management and Org.	LB 2805-2806	395	1995	16	19	46%
Education - Finance	LB2824-2830.5	56	1992	4	3	57%
School Personnel Mgmt.	LB2831.5-2844.4	225	1996	10	22	31%
Special Education	LC3950-3990.4	66	1997	4	9	31%
Total/Average		790	1995	38	63	38%

Periodicals

Kimbel Library currently provides access to over 1,500 education titles in online and print formats, including 430 titles specific to education leadership. Online access is provided via aggregator databases, publisher packages, open access titles, and direct online subscriptions. Subscribed and open access journal titles are accessed via LinkSource, which provides a complete list of periodical titles to which the library has access and links to full-text holdings online or to the library catalog for titles in print. Current access points for online journals are listed below.

Aggregators

- Academic Search Complete
- Education Research Complete
- EdITLib: Education and Information Technology Digital Library
- Education Full Text, Educator's Reference Complete
- ERIC
- JSTOR
- Lexis-Nexis
- Professional Development Collection
- Psychology and Behavioral Sciences Collection
- PsychArticles
- PsychInfo
- Sociological Index FT
- ISI Web of Science

Publisher Packages

- SpringerLINK
- Wiley Online Library
- Project MUSE
- Science Direct
- Sage Journals
- Mental Measurements with Tests in Pri

Qualitative Analysis

Kimbel Library Coastal owns 790 titles in the call number ranges identified in Table 1. The average age of all monographs is 1995 and 50% of the collection was published after 2003. This is a marked improvement over the 2009 report, when 15% of monographs were published after 2000. The average publication date for *print* books is 1989; for ebooks 2004.

Circulation statistics from 1997 (date of implementation of Kimbel Library's automated library system) to 2013 show that of the 490 titles that circulate (ebooks are excluded), 266 (54%) have no circulation incidents. Of the 46% with circulation activity, 224 titles circulated a total of 621 times, or 2.75 times per title; 93 titles were checked out at least once, and 131 titles were checked out twice or more (up to 21 checkouts for a special education core knowledge study guide.) The average publication date of items with two or more circulation incidents is 1994 while the average publication date for items with no circulation incidents is 1986, indicating user need for current content.

Quantitative estimate of acquisitions needed

The library holds, on average, 40% of core titles in subject areas relevant to educational leadership (Table 6.) This is significantly higher than the library's average core holdings across *all* subject areas in the library's collection (21%), and indicates a fairly strong collection in support of the existing program and proposed Ed.S. program. The age of the print monograph collection is a concern (average publication date 1989), most notably in educational law, and indicates a need to evaluate retention of older titles and to continue to purchase current titles**.** The actual cost of core titles not owned by the library and published after 2003 is $2536; the actual cost of all core titles not owned in $3987. Journal subscriptions are an ongoing cost. The Library's budget would need to be increased to cover the continuation of any new journal titles added. Selection of journal titles should closely conform to titles indexed in sources available to CCU students.

XIII. Accreditation, Approval, Licensure or Certification

Discussion of the Impact on Program Accreditation:

The Professional Education Unit at Coastal Carolina University, including the current M.Ed. in Educational Leadership program, is fully accredited by the National Council for Accreditation of Teacher Education (NCATE), which is now known as the Council for the Accreditation of Educator Preparation (CAEP). The program is also recognized by the South Carolina Department of Education (SCDE). All NCATE and state standards were met as a result of the Fall 2011 onsite visit by NCATE and SCDE. The next NCATE/CAEP visit is scheduled for Fall 2018. In 2012 the university's accreditation by the Southern Association of Colleges and Schools (SACS) was reaffirmed. The Ed.S. in Educational Leadership program will meet the accreditation requirements, including performance assessments, required by NCATE/CAEP and SCDE.

The Proposed Program is Subject to Specialized Professional Association Accreditation.

There are advanced Specialized Professional Association Standards through the Educational Leadership Constituent Council (ELCC) of NCATE/CAEP that apply to this program. The proposed Ed.S. in Educational Leadership program is subject to review by ELCC. All courses in the proposed graduate concentration are aligned with the ELCC 2011 District-level standards for preparation of district-level educational leaders.

XIV. Articulation

Coastal Carolina University's proposed program coursework is aligned with Clemson University's Ph.D. program to facilitate students' ability to transfer credits in order to pursue this terminal degree. Discussions about this process have occurred and will be formalized in articulation agreements if the proposed Ed.S. in Educational Leadership program is approved. Coastal Carolina University is open to collaborating with other doctoral degree- granting institutions to provide a pathway to a Ph.D. to students who may have plans for pursuing a terminal degree.

XV. Estimated Costs and Sources of Financing

Currently, the University has three full-time tenure-track faculty in educational leadership. The University projects to identify a faculty member in educational leadership to serve as program coordinator through a course-release each semester. Given the anticipated interest in the

program, it is projected that the University will hire one new tenure/tenure track faculty member in educational leadership within the first three years of the program. Additional support to the University library is projected at an annual expenditure of $1,000 (5 years @ $1,000 = $5,000). Costs for the program will be covered by student tuition. No additional funds for this program are being requested from the state.

Table 8: Estimated Costs and Sources of Financing for the program

Estimated Costs by Year						
Category	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Totals**
Program Administration (1)	$17,928	$18,287	$18,652	$19,025	$19,406	**$93,298**
Faculty Salaries (2)	$67,176	$141,816	$141,816	$144,652	$147,545	**$643,006**
Graduate Assistants	$0	$0	$0	$0	$0	**$0**
Clerical/Support Personnel (3)	$4,354	$4,441	$4,530	$4,620	$4,713	**$22,658**
Supplies and material	$1,000	$1,000	$1,000	$1,000	$1,000	**$5,000**
Library Resources	$5,000	$5,000	$5,000	$5,000	$5,000	**$25,000**
Equipment	$0	$0	$3,000	$3,000	$3,000	**$9,000**
Facilities	$0	$0	$0	$0	$0	**$0**
Other	$0	$0	$0	$0	$0	**$0**
Totals	**$95,458**	**$170,544**	**$173,998**	**$177,298**	**$180,664**	**$797,962**
Sources of Financing by Year						
Tuition Funding (all students)	$106,841	$169,057	$213,848	$219,011	$224,328	**$933,084**
Program-Specific Fees						**$0**
State Funding						**$0**
Reallocation of Existing Funds						**$0**
Federal Funding						**$0**
Other Funding						**$0**
Totals	**$106,841**	**$169,057**	**$213,848**	**$219,011**	**$224,328**	**$933,084**

Statement About Assumptions for Table D

Assumptions for the figures in Table D are:

1.) Program administration based on .25 of Director's salary plus 24.4% fringe for year one. Years 2-5 are based on a 2% increase.
2.) 24.4% Fringe Benefits included with faculty salaries. Years 2-5 are based on a 2% increase.
3.) Clerical/Support salary includes 24.4% fringe per year. Years 2-5 are based on a 2% increase.

Statement About Unique Costs or Other Special State Appropriations

Tuition fees are estimated to cover the costs of the new program. The proposed Ed.S. in Educational Leadership program has no unique costs or other special state appropriations associated with it. No funding will be requested from the state.

Information Regarding Estimated Program Costs

Program costs are covered by students' tuition payments.

XVI. Programs for Teachers and Other School Personnel

South Carolina Department of Education Requirements

All South Carolina Department of Education (SCDOE) requirements are addressed through the proposed Ed.S. Program's curriculum. Table 6 addresses specific SCDOE requirements and where they are located in the curriculum. Additional SCDOE materials are supplied by attachment.

Table 6: Proposed Ed.S. Course Titles Cross Referenced with SCDOE Requirements

Course Number and Title	SCDOE Requirements
Part I: Core Courses	
EDAD 701 Advanced Theory and Practice of Leadership and Management	SC Safe School Climate Act,
EDAD 789 The Superintendency and District-level Leadership	EEDA, PADEPP, SC Standards of Conduct
EDAD 760 Instructional Leadership and Supervision	PADEPP, ISTE
EDAD 780 Politics and Policy of Education	EEDA
EDAD 777 School Facilities	SC Standards of Conduct
EDAD 735 School District Finance	SC Standards of Conduct, ISTE, Field Experience
EDAD 786 Topics in Educational Leadership	ISTE, Field Experience
EDAD 788 Action Research	Field Experience, ISTE
Part II: Application Courses	
EDAD 794 District-level Internship I	Commitment to Diversity, 2010 Policy guidelines,
EDAD 790 Seminar in Educational Leadership	
EDAD 795 District-level Internship II	Commitment to Diversity, 2010 Policy guidelines,

Field Experience requirements are components of each course. In order to be eligible for EDAD 794, students must complete and document 150 hours of field experiences, both those formalized through coursework and those constructed by students. Upon successful completion of the Ed.S. program, satisfying experience requirements and passing required Praxis II exams, students will be eligible for licensure as a school superintendent in South Carolina. Appendix 3 is an example of how specific course assignments will address various SCDOE and NCATE/CAEP standards. See the separate assessment section (attachment) for examples of assessments for various components.

SPA and Other National Specialized and/or Professional Association Standards

The proposed Ed.S. program used the NCATE/CAEP Educational Leadership Constituent Council's 2011 District Level Educational Leadership Program standards as the foundation of this proposal. The seven standards are listed separately. Details regarding these standards can be found at http://npbea.org/wp-content/uploads/2012/06/ELCC-District-Level-Standards-2011.pdf

Following is a key to abbreviations used in the assessments:

Key to Abbreviations	
ELCC	Educational Leadership Constituent Council (SPA* for Educational Leadership programs nationally)
NCATE	National Council for Accreditation of Teacher Education
CF	Conceptual Framework (Spadoni College of Education, Coastal Carolina University specific)
ISTE	International Society for Technology in Education

Appendix 1

References

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Appendix 2

2011 Interest Survey of Horry County Schools

1. What is your role in Horry County Schools?

	Response Percent	Response Count
Principal	5.1%	10
Assistant Principal	6.1%	12
Curriculum Coach	5.6%	11
Teacher / Counselor / Media Specialist / Other School Professional	77.2%	152
District Office Professional	6.1%	12
Other (please specify) Show replies		6
	answered question	197
	skipped question	2

2. Would a guarantee of admission into the Educational Specialist program at CCU at the completion of CCU's M.Ed. degree program in Educational Leadership CCU affect your decision to enroll in the CCU's M.Ed program?

	Response Percent	Response Count
Yes	29.8%	59
No	16.2%	32
I don't know	17.7%	35
Not applicable (I am already pursuing or have already earned my Master's in Ed.	36.4%	72
	answered question	198
	skipped question	1

3. Will you be a graduate of CCU's program in Educational Leadership? (Please select all that apply).

	Response Percent	Response Count
Yes	20.5%	40
No	33.3%	65
I am planning on enrolling in CCU's M.Ed. in Educational Leadership.	17.4%	34
I am planning on enrolling in another university to complete my M.Ed. in Educational Leadership.	2.1%	4
I am a graduate of another Master's degree program in Educational Leadership.	29.2%	57
	answered question	195
	skipped question	4

4. Please rate your degree of interest in an Educational Specialist Degree in Educational Leadership:

Extremely high. If offered, I will enroll without reservation.	18.8%	37
Relatively high. I am interested but would need certain conditions met to enroll.	58.9%	116
Interested but not in the near future.	9.1%	18
Not interested	13.2%	26
	answered question	197
	skipped question	2

6. As you may be aware, Horry County educators currently enjoy a 50% reduction in tuition for CCU's graduate education courses. Please rate the effect of the tuition reduction agreement on your decision to enroll in an Ed.S. degree program:

	Response Percent	Response Count
I would enroll even if there were no tuition reduction.	16.0%	26
If there were NO tuition discount, I would most likely NOT enroll in the Ed.S. degree program.	84.0%	137
	answered question	163
	skipped question	36

7. Please rate your agreement with the following statement: "If I completed an Ed.S. degree program at CCU, I would be very interested in pursuing a doctoral degree in educational leadership":

	Response Percent	Response Count
I strongly agree with this statement.	47.9%	78
I agree but my participation is contingent on a number of factors.	35.6%	58
I would not be interested in pursuing a doctoral program.	3.7%	6
I am not sure at this time.	12.9%	21
	answered question	163
	skipped question	36

8. What course delivery method would you prefer for the Ed.S. degree program?

	Response Percent	Response Count
Totally face-to-face instruction	4.3%	7
A hybrid delivery system (some face-to-face and some on line courses)	95.7%	156
	answered question	163
	skipped question	36

PAGE:

9. Would you take one or more courses connected to the Ed.S degree for professional development without pursuing the entire degree program?

	Response Percent	Response Count
Yes, I would take a number of courses.	23.3%	44
Yes, I might take a course or two.	25.4%	48
I am not sure at this time.	23.3%	44
No	28.0%	53
	answered question	189
	skipped question	10

10. Do you have an interest in pursuing a Doctoral degree in Educational Leadership that would be located at least in part at CCU?

	Response Percent	Response Count
Yes	87.3%	165
No	12.7%	24
	answered question	189
	skipped question	10

11. A Doctoral degree includes rigorous coursework – at least 13 hours of research courses, 6 hours in a minor concentration, a minimum of 18 hours of concentration courses – several qualifying exams, the writing and defense of a dissertation proposal, and the dissertation itself. This is an extensive commitment over a number of years. This degree would qualify you to apply for certain district-level administrative positions and for teaching in higher education settings. Please rate your level of commitment to pursuing a Doctoral degree:

	Response Percent	Response Count
I would be firmly committed to applying to and completing a degree program as described above.	46.3%	76
I have some interest, but there are a number of things I would have to consider before I could make such a commitment.	50.6%	83
With such requirements, I would be interested in taking some courses but not completing the degree.	1.8%	3
This level of requirements would discourage me from enrolling.	1.2%	2
	answered question	164
	skipped question	35

12. What was your undergraduate GPA?

	Response Percent	Response Count
2.0-2.5	4.3%	7
Greater than 2.5 -3.0	14.0%	23
Greater than 3.0-3.5	41.5%	68
Greater than 3.5-4.0	37.8%	62
I don't know	2.4%	4
	answered question	164
	skipped question	35

13. What was your graduate GPA?

	Response Percent	Response Count
2.0-2.5	0.0%	0
Greater than 2.5 -3.0	0.6%	1
Greater than 3.0-3.5	4.4%	7
Greater than 3.5-4.0	87.3%	138
I don't know	7.6%	12
	answered question	158
	skipped question	41

14. What was your most recent GRE score?

	Response Percent	Response Count
800-900	0.0%	0
901-1000	1.8%	3
1001-1200	3.7%	6
1201-1300	3.7%	6
1300+	0.6%	1
I don't know	36.8%	60
I have not taken the GRE	53.4%	87
	answered question	163
	skipped question	36

15. Please rate your level of agreement with following statement: "I would be willing to pay full tuition to pursue the coursework required to earn a doctoral degree."

	Response Percent	Response Count
I strongly agree with the statement.	8.5%	14
I may be in agreement under certain conditions.	20.1%	33
Full tuition charges may cause me to not enroll in the program.	48.8%	80
I definitely would not pursue my Doctorate at full tuition.	22.6%	37
	answered question	164
	skipped question	35

16. Feel free to ask questions or make comments below.

		Response Count
	Hide replies	24
1. when are you going to look at providing a degree in School Counseling or offer classes toward that degree? Several people do not understand why CCU does not offer anything in School Counseling. many people are traveling to other schools or taking online classes in order to pursue a degree in School Counseling.	Fri, Apr 29, 2011 9:26 AM	Find...
2. Would like a Specialist degree in Educational Leadership with Administration certification.	Wed, Apr 27, 2011 8:02 AM	Find...
3. I have 3 kids, the tuition voucher REALLY helps me out. I don't think I would be able to afford this without them	Fri, Apr 15, 2011 11:23 AM	Find...
4. I am glad that CCU is getting a doctoral program.	Fri, Apr 15, 2011 8:38 AM	Find...
5. I feel that a Doctoral Degree being offered at Coastal Carolina University would open doors for teachers who would like to further their education past the Master's Level. It would also give them the opportunity to grow as an educator and give them an opportunity to share their knowledge with other teachers and their community.	Thu, Apr 14, 2011 9:57 PM	Find...
6. I have been waiting for this and am extremely excited about this opportunity.	Thu, Apr 14, 2011 10:59 AM	Find...
7. I have a M.ED from Coastal in Secondary Education. I want to continue taking classes towards leadership certifications, but I am most interested in earning my doctorate degree, the last time Coastal started a collaborative program with Clemson, they discontinued it abruptly. This was very disconcerting and I hope the program comes back!!	Thu, Apr 14, 2011 10:34 AM	Find...
8. What written tests are involved with this degree? Praxis?	Wed, Apr 13, 2011 8:35 PM	Find...

< 1 > 10 responses per page

answered question	**24**
skipped question	**175**

16. Feel free to ask questions or make comments below.

9.	When would this program begin and would HCS teachers be required to remain in a cohort of teachers throughout the process?	Wed, Apr 13, 2011 6:41 PM	Find...
10.	Currently I am enrolled ina a doctoral program where I have completed all of the core course work and will be taking the comprehensive exams next...as I am with a fully accredited university, would CCU' program accept transfer credit and let me continue at my current status with one year to go?	Wed, Apr 13, 2011 5:59 PM	Find...

< 1 > 10 responses per page

answered question	**24**
skipped question	**175**

Appendix 3

EDAD 701 Course Alignment Matrix:

Student Learning Outcomes:	**Assessments**	**Standards Alignment**
Students who successfully complete this course will be able to		
Analyze the structure, key elements, strengths, weaknesses, and application of prominent theories of leadership and management	Theory Summaries Case Studies Class Discussions	**ELCC:** 3 **NCATE:** 1 **CF:** 1,1.1, 3.1, 4.3 **ISTE:** 1a
Analyze and synthesize a selected theory of leadership, trace its development, design, and prominent theorists and researchers who contributed to theory development	Theory Summaries Literature Review Case Studies	**ELCC:** 1, 2, 6 **NCATE:** 1e, 1f, 1g **CF:** 2.2, 4.3, 5.1 **ISTE:** 1a, 2b, 3d
Analyze, synthesize, and evaluate selected theoretical frameworks in their application to proposed problems of practice in school district leadership.	Theory Summaries Case Studies Class Discussions	**ELCC:** 1, 2, 3, 4 **NCATE:** 1e, 1f, 1g **CF:** 1.1, 1.3, 1.5, 3.2, 5.2 **ISTE:** 2b, 3a, 3b, 3c, 5c
Synthesize selected theoretical framework(s) in articulation of an individual, standards-based, professional platform for effective school district leadership.	Platform Project Literature Review	**ELCC:** 1.1, 2.1, 3.1, 4.1, 5.1, 6.1-3 **NCATE:** 1e, 1f, 1g **CF:** 3.2, 4.3, 5.1 **ISTE:** 1a, 1b, 3a, 3b, 3c
Evaluate the structure, elements, and usefulness of theories of leadership and management collaboratively with pre-service, district-level educational leaders.	Theory Summaries Class Discussions Case Studies Platform Project	**ELCC:** 2, 4 **NCATE:** 1e, 1f, 1g **CF:** 3.1, 3.2, 5.1 **ISTE:** 1a, 2e, 5c
Evaluate and compare multiple leadership theories in terms of their usefulness to leadership practice in leading complex school districts and systems.	Theory Summaries Class Discussions Case Studies Platform Project	**ELCC:** 6. **NCATE:** 1e, 1f, 1g **CF:** 1.5, 3.1, 4.3, 5.1, 5.2

Key to Abbreviations	
ELCC	Educational Leadership Constituent Council (SPA* for Educational Leadership programs nationally)
NCATE	National Council for Accreditation of Teacher Education
CF	Conceptual Framework (Spadoni College of Education, Coastal Carolina University specific)
ISTE	International Society for Technology in Education

EDAD 735 Course Alignment Matrix:

Student Learning Outcomes:	Assessments	Standard Alignment Information
Students who successfully complete the course will be able to:		
Interpret principles and issues relating to fiscal, human, and material resources necessary to function effectively.	Class participation, bookkeeper interview, district level financial interview, Analysis paper, Federal and State funding paper, Mock District Budget Project, Online discussions	ELCC: 1,2, 3, 4, 5, 6 NCATE: 1, 2, 3, 4 CF:4.0, 4.1, 4.3, 5.0. 5.1 ISTE 4c, 4e, 5a, 5b
Examine management of time and financial costs effectively in deploying financial and human resources in a way that promotes student achievement.	Class participation, bookkeeper interview, district level financial interview, Analysis paper, Federal and State funding paper, Mock District Budget Project, Online discussions	ELCC: 1, 2,3 NCATE: 1, 2, 3 CF: 4.0, 4.1, 4.3, 5.0. 5.1 ISTE 4b, 4c, 4e, 5a, 5b
Explain and justify new resources to facilitate learning.	Class participation, bookkeeper interview, district level financial interview, Analysis paper, Federal and State funding paper, Mock District Budget Project, Online discussions	ELCC:1,2,3, 5, 6 NCATE: 1, 2, 3, 4 CF: 4.0, 4.1, 4.3, 5.0. 5.1 ISTE 4b:
Explain school district finance structures and models necessary to ensure that adequate financial resources are allocated equitably for the district.	Class participation, bookkeeper interview, district level financial interview, Analysis paper	ELCC: 1, 2, 3, 4, 5, 6 NCATE: 1, 2, 3, 4 CF: 4.0, 4.1, 4.3, 5.0. 5.1 ISTE: 3b
Evaluate their own capability to take a leadership role in addressing financial issues, problems, and trends.	Class participation, online discussions	ELCC:1, 3, 5 NCATE: 1 CF: 4.0, 4.1, 4.3, 5.0.

		5.1
Construct the district budget document.	Mock District Budget Project,	ELCC: 3 NCATE: 1 CF: 4.0, 4.1, 4.3, 5.0. 5.1 ISTE:1a,3c,4e
Analyze the role of the federal and state governments in the funding of school districts in South Carolina.	Class participation, online discussions, Federal and State funding paper,	ELCC: 1, 4, 5, 6 NCATE: 1 CF: 4.0, 4.1, 4.3, 5.0. 5.1 ISTE: 1, 1c, 2, 2e

Key to Abbreviations	
ELCC	Educational Leadership Constituent Council (SPA* for Educational Leadership programs nationally)
NCATE	National Council for Accreditation of Teacher Education
CF	Conceptual Framework (Spadoni College of Education, Coastal Carolina University specific)
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Ed.S. Educational Leadership
New Program Proposal
Coastal Carolina University

Additional Materials for Separate

South Carolina Department of Education

Review

III. South Carolina Department of Education Requirements

Description of how and when the new program will meet all state requirements as outlined in the Policy Guidelines for South Carolina Educator Preparation Units, including the following:

A. ADEPT – Not Applicable

B. PADEPP - The Educational Specialist program integrates the state standards for principal performance as defined in the *Program for Assisting, Developing, and Evaluating Principal Performance* in all course syllabi. All learner outcomes and assessments in each course are aligned to the PADEPP standards. Candidates will demonstrate knowledge and understanding of the standards and the performance criteria and translate these into everyday practice. The Performance Standards for South Carolina Principals (PADEPP) are directly aligned to the district level ELCC Standards and the ELCC SPA assessments and rubrics.

C. Education Economic Development Act (EEDA) - During the 2006-2007 academic year, the South Carolina Commission on Higher Education allocated $30,000 to Coastal Carolina University and to all state higher education institutions to integrate the mandates of the Education and Economic Development Act (EEDA) into the professional education programs. The dean of the Spadoni College of Education charged a college-wide committee to develop a comprehensive plan for implementing key components of EEDA into all initial teacher education programs (undergraduate and master of arts in teaching--MAT) and all advanced master of education (M.Ed., M. Ed. Leadership) programs. An alignment matrix was prepared for each program to show where each of the EEDA concepts would be covered. A similar matrix has been prepared for the Educational Leadership program and is as follows:

EEDA CONCEPT	COURSE WHERE COVERED
Career Guidance	EDAD 760: Instructional Leadership and Supervision
Cluster of Study	EDAD 760: Instructional Leadership and Supervision
Elements of Career Guidance Model	EDAD 760: Instructional Leadership and Supervision
Diverse Learning Styles	EDAD 760: Instructional Leadership and Supervision
Contextual Teaching	EDAD 760: Instructional Leadership and Supervision
Cooperative Learning	EDAD 760: Instructional Leadership and Supervision
Character Education	EDAD 760: Instructional Leadership and Supervision

D. South Carolina Standards of Conduct - All candidates will be provided specific written information regarding the standards of conduct (based on S.C. Code Ann. 59-25-160, 59-25-530 and 20-7-945) required of South Carolina educators for initial licensure. The Standards of Conduct for South Carolina Educators will be introduced in EDAD 701 Advanced Theory and Practice of Leadership and Management. Candidates will be assessed through reflective summaries.

E. South Carolina Safe School Climate Act - The Educational Specialist program integrates the South Carolina Safe Schools Climate Act of 2006 (designed to prevent harassment, intimidation and bullying) in EDAD 701 Advanced Theory and Practice of Leadership and Management. Candidates will be assessed through reflective summaries.

F. PreK-12 Academic Standards – Not applicable

G. Admission Requirements (Advanced)

The admission's criteria for the proposed Education Specialist program are mainly consistent with the other M.Ed. in educational leadership program offered in the Spadoni College of Education. The admission's criteria for the Ed.S. Leadership Program is:

1. A completed application for graduate study.

2. An official transcript from each school or college previously attended for all undergraduate and graduate coursework.

3. An earned Master's Degree in Educational Leadership or related field with an overall cumulative grade point average of 3.0.

4. A minimum of three years of teaching experience.

5. A statement of interest in the program. This statement addresses the candidate's reasons for pursuing a career in district-level leadership. This statement explains why Coastal Carolina University's Education Specialist program is the right fit to help reach the candidate's goals.

6. Three reference letters. The letters specifically address the candidate's ability to balance the demands of high-level graduate coursework and their personal and professional lives.

7. Applicants who are not native English speakers must demonstrate proficiency in English (computer-version) or 80 on TOEFL 1B (Internet-version) exams.

8. A successful interview with the Portal I Faculty Committee.

9. Approval of the Portal I Faculty Committee.

H. Field and Clinical Experiences Required – The Ed.S. in Educational Leadership program will include a two-semester internship as well as field experiences in each course. The internships will occur in EDAD 794/795: District Level Internship I and II. These courses have been designed to meet the requirements for ELCC Standard 7 that candidates have opportunities for substantial experience, sustained experience, and a qualified on-site mentor. All candidates will complete a minimum of 300 hours of internship experience.

The details of the field experiences are outlined in course syllabi: EDAD 701, 789, 735, 760, 777, 780, 786 and 788. The courses provide structured and significant opportunities for candidates to synthesize and apply the knowledge, and develop and practice district-level skills identified in the ELCC Standards 1-6 as well as provide opportunities for candidates to engage in self-assessment and reflection. All candidates will complete a minimum of 75 hours of field experience prior to internship.

I. Eligibility for Initial Certification (Assurance of Compliance)- Not Applicable

J. Annual Reports (AACTE/NCATE and Title II)- These reports are submitted at the unit level

K. Commitment to Diversity Assurance – All district-level candidates in the Educational Specialist Program must have experience in at least one of their field experiences or internships working with systems affecting student achievement whose demographics shows evidence of diversity characterized by data on each of the following types of P-12 students:

- Male and female; and

- From different socioeconomic groups; and
- From at least two ethnic/racial groups (Ethnic/racial groups are those reported in the United States Census. They include: American Indian or Alaskan Native; Asian; Black, Non-Hispanic; Native Hawaiian or Other Pacific Islander; Hispanic; White, Non-Hispanic.); and
- English language learners; and
- With disabilities.

A "Field Experience and Internship Diversity Placement Information" form (see Appendix 1) is completed by the candidate at the completion of each field experience and internship placement, and submitted to the coordinator of the Educational Leadership Program. The form is signed by the district-level candidate, the district-level supervisor and the university supervisor.

The program coordinator uses a table, "Candidate Diverse Field Experience and Internship Placement in P-12 Schools," to monitor and verify that all candidates in the program have at least one experience working with each of the above mentioned types of P-12 students.

The unit's conceptual framework: *"Reflective Practitioner,"* includes five candidate proficiencies and 14 performance dimensions. Two of the proficiencies and four of the performance dimensions address candidates' knowledge, skills, and dispositions to work with diverse students. They are as follows:

Ability to work with diverse populations

- Demonstrate knowledge of different cultural, emotional, developmental and cognitive needs of students
- Evaluate, plan and provide appropriate activities and experiences to meet the needs of culturally and developmentally diverse student populations

Ability to demonstrate professional behavior and dispositions

- Demonstrate a commitment to fair* treatment of students based on their educational needs
- Demonstrate a belief that all students can learn and convey confidence and caring in their work with students

**Fairness (professional disposition): The commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.*

Candidates are assessed on these performance dimensions during the two internship courses in field-related projects.

L. Professional Development Courses – Not applicable

M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS – Not applicable

N. Experimental or Innovative Programs Policy (Assurance of Compliance) - Not applicable

O. ISTE (National Educational Technology for Administrators (NETS.T) Standards Alignment- The National Educational Technology Standards for Administrators are directly aligned to the ELCC Standards and Assessments 2-6. District-level candidates are introduced to the ISTE standards in EDAD 701 Advanced Theory and Practice of Leadership and Management.

IV. ELCC SPA or Other National Specialized and/or Professional Association Standards

Section A: Context (Institutional/State policies that may influence application of standards)

The Educational Specialist degree in Educational Leadership is designed to provide candidates with opportunities to study and apply theories, standards and practices in educational administration and to prepare them for district-level leadership positions in public and private districts. The ELCC Standards provide a framework for the program. Candidates seeking licensure after completing the degree requirements further develop, apply and document their knowledge, performances and dispositions learned in the classroom through an extensive supervised school-based internship. Completing the degree, internship requirements, and a passing score on the PRAXIS II Educational Leadership: Administration and Supervision exam earns the candidate licensure as a school administrator in South Carolina.

The institutional policies of Coastal Carolina University embrace both content and intent of the ELCC Standards for District-Level Administrators. The policies of the South Carolina Department of Education (D.O.E.) identify requirements for content examinations and field experiences that are in concert with the ELCC requirements. In accordance with the relationship between the South Carolina Department of Education and Coastal Carolina University, the accreditation visit from the South Carolina DOE will be concurrent with the NCATE/CAEP site visit. The only influence of state and institutional policies on the application of ELCC Standards is one of support and augmentation.

Section B: List of Assessments (Completion of chart to reflect 6-8 assessments)

Type of Assessment	Name of Assessment	Type of Assessment	When Administered
Assessment 1: Assessment of content knowledge in educational leadership	Comprehensive Exam	Comprehensive Exam	End of Core Courses Spring 2016
Assessment 2: Assessment of content knowledge in educational leadership	Case Study	Case Study	EDAD 780: Politics and Policy of Education Summer 2016
Assessment 3: Demonstrates candidate's	District Curriculum and	Project	EDAD 760: Instructional

instruction leadership skills in working with district and school personnel on issues of instruction, curriculum, culture and professional development within the district	Instructional Audit		Leadership and Supervision Maymester 2016
Assessment 4: Demonstrates candidate's leadership skills through district level internship/clinical practice setting(s)	Internship Site Supervisor Evaluation	Internship supervisor's evaluation of candidate performance	EDAD 794: District Level Internship 1: Summer 2017 EDAD 795: District Level Internship II: Fall 2017
Assessment 5: Demonstrates candidate's ability to support student learning and development	District Improvement Change to Support Student Learning	Project	EDAD 789: The Superintendency and District Level Leadership Spring 2016

Section C: Relationship of assessments to standards (completion of chart)

Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

Standard 1.0	#1	#2	#3	#4	#5	#6	#7	#8
1.1 Candidates understand and collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district	X	X	X	X				
1.2 Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals	X	X	X	X				
1.3 Candidates understand and can promote continual and sustainable district improvement	X			X				
1.4 Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders	X		X	X				

Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

Standard 2.0	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Candidates understand can advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students	X		X	X	X			
2.2 Candidates understand and create and evaluate a comprehensive, rigorous and coherent curricular and instructional district program	X	X	X	X	X			
2.3 Candidates understand and can develop and supervise the instructional and leadership capacity across the district	X	X	X	X	X			
2.4 Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district	X	X		X				

Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

Standard 3.0	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Candidates understand and can monitor and evaluate district management and operational systems	X			X		X		
3.2 Candidates understand and can efficiently use human, fiscal, and technological resources within the district	X			X		X		
3.3 Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district	X			X				
3.4 Candidates understand and can develop	X			X		X		

district capacity for distributed leadership								
3.5 Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning	X			X				

Standard 4.0: A district-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 for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation and use of the community's diverse cultural, social and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

Standard 4.0	#1	#2	#3	#4	#5	#6	#7	#8
4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment	X	X		X	X	X		
4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation and use of the community's diverse cultural, social and intellectual resources throughout the district	X			X	X	X		
4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers	X	X		X	X	X		
4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners	X	X		X		X		

Standard 5.0: A district-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 district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

Standard 5	#1	#2	#3	#4	#5	#6	#7	#8

Standard 5	#1	#2	#3	#4	#5	#6	#7	#8
5.1 Candidates understand and can act with integrity and fairness to ensure a district systems of accountability for every student's academic and social success	X			X	X			
5.2 Candidates understand can model principles of self-awareness, reflective practice, transparency and ethical behavior as related to their roles within the district	X			X	X			
5.3 Candidates understand and can safeguard the values of democracy, equity and diversity within the district	X			X	X			
5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district	X			X				
5.5 Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling	X			X				

Standard 6.0: A district-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 within the district through advocating for district students, families and caregivers; acting to influence local, district, state and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

Standard 6.0	#1	#2	#3	#4	#5	#6	#7	#8
6.1 Candidates understand and can advocate for district students, families and caregivers	X	X		X	X			
6.2 Candidates understand and can act to influence local, district, state and national decisions affecting student learning in a district environment	X			X	X			
6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies	X	X		X				

Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

Standard 7.0	#1	#2	#3	#4	#5	#6	#7	#8

7.1 Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences.				X				
7.2 Sustained Experience: Candidates are provided a six-month concentrated (9-12 hours per week) internship that includes field experiences within a district environment				X				
7.3 Qualified On-Site Mentor: An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution				X				

Section D: Planned evidence for meeting standards (description of assessment its use, directions to candidates, the rubric or score guide and a discussion of any other evidence to be collected in support of the standards).

The following is a description of the assessments and their use in the Ed.S. Program. In addition, each assessment is aligned with specific ELCC Standards as cited in Section C: Relationship of Standards to assessments.

Assessment #1 – Written Comprehensive Exam (Content Knowledge)

Description and Use in Program

The Comprehensive Exit Exam is the culminating activity of the Ed.S. Leadership Program. It is intended to be administered at the end of the core courses and assesses candidates' content knowledge of concepts contained in the ELCC district-level standards. Candidates are required to answer all questions in essay form. Completed examination will be emailed as a Word document attachment to the candidate's university professor or advisor. A copy of the scoring assessment will be available in LiveText. A copy of the written Comprehensive Exit Exam and rubric are included.

Alignment with ELCC Standards

The Comprehensive Exit Exam is directly aligned with Standards 1-6.

Analysis of Data Findings

Interpretation of How Data Provided Evidence for Meeting Standards

Data Available:

Assessment #1 – Comprehensive Exit Exam and Rubric

Comprehensive Exit Exam

Candidate: _____

ID: _____

Comprehensive Examination: The Comprehensive Exit Exam is intended to be administered at the end of the core classes. Candidates should answer all of the questions in full essay form. The completed examination must be emailed as a Word document and sent to the university professor or advisor via LiveText.

Additional Instructions to candidates:

1. Address all six assigned questions (12-point font; double space lines)
2. Candidates submit their own work, citing others when necessary (APA format)
3. Final document must have page numbers
4. Answers can be written in first person. Professional experiences may be related to a specific topic
5. Maintain a copy for your records.
6. Graded rubric and examination for each candidate will be uploaded into LiveText.
7. Candidate should understand that this examination may be checked at any time for plagiarism, such as against exams submitted by other candidates previously or other authors' works.
8. Exams will be graded by university professor or advisor as Pass or Fail. Any question scored as a "1" will result in a failing grade for the examination.

SAMPLE

Comprehensive Exit Examination – Assessment 1

Question 1: Instructional Plan – ELCC 2

As a future district level leader, you will use your instructional leadership skills in developing school culture and climate. Knowing how to create a culture of trust, learning and high expectations will be critical to your success. Develop an Instructional Plan incorporating the following:

1. Theories on human development behavior, personalized learning environment and motivation (2.1)
2. District culture and ways it can be influenced to ensure student success (2.1)
3. Curriculum development and instructional delivery theories (2.2)
4. Measures of teacher performance (2.2)

5. Multiple methods of program evaluation, accountability systems, data collection and analysis of evidence (2.2)
6. District technology and information systems to support and monitor student learning (2.2)
7. High quality professional development for school staff and leaders (2.3)
8. Instructional leadership practices (2.3)
9. Leadership theory, change processes and evaluation (2.3)
10. Technology and its uses for instruction (2.4)
11. Infrastructures for the ongoing support, review and planning of district instructional technology (2.4)

Question 2: Personal Platform – ELCC Standard 5

As a future district-level leader, you must act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. Modeling the principles of self-awareness, reflective practice, transparency and ethical behavior will be critical to your success. You will be expected to safeguard the values of democracy, equity and diversity within the district and evaluate the potential moral and legal consequences of your decision making within the district. You must at all times promote social justice in the district to ensure individual student needs inform all aspects of schooling.
Reflecting on your personal vision, leadership, the district's vision and a variety of additional source documents, develop your own personal platform in which you will ensure all of the above. Be sure to incorporate the following:

1. Discuss federal, state and local legal and policy guidelines to create operational definitions of accountability, equity and social justice within the district (5.1)
2. Discuss the relationship between ethical behavior, district culture and student achievement (5.2)
3. Discuss the effect of ethical behavior on one's own leadership (5.2)
4. Discuss democratic values, equity and diversity (5.3)
5. Discuss what are the moral and legal consequences of your decision making in the district (5.4)
6. Include theories of efficacy (5.5)

Question 3: Advocate Policy – ELCC Standard 6

a. Select a policy (local, state or federal) about which you feel extremely passionate. Take a stand of either pro or con for the policy (ELCC: 6.1). Discuss the effect poverty, disadvantages, and lack of resources have on families, caregivers, communities, students and learning (6.1). Incorporate the ways that power and political skills can influence local, state, and federal decisions (6.2). Discuss contemporary and emerging district leadership strategies to address future issues and trends that affect districts (6.3).

Question 4: Management Action Plan - ELCC Standard 3

Applying the models and principles of organizational development and management, develop a plan of action focusing on management of a district organization, operations and resources for a safe, efficient and effective learning environment. Incorporate in your Management Action Plan the following:

1. District management of marketing and public relations (3.1)
2. District management of organizational, operational and legal resources (3.1)
3. Alignment of resources to district priorities and forecasting resource requirements for the district (3.2)
4. Technology and management systems (3.2)
5. District strategies supporting safe and secure learning environments including prevention, crisis management and public relations (3.3)
6. District-based discipline management policies and plans (3.3)
7. The meaning of distributed leadership in a district environment and how to create and sustain it (3.4)
8. Supervision strategies that ensure that teachers across the district maximize time spent on high-quality instruction and student learning (3.5)

Question 5: Communication Plan – ELCC Standard 4

a. District level leaders must be responsive to the requests of stakeholders and other community members and must be able to know district strategies for collaborating with all. Develop a Communication Plan that incorporates the following:
    1. Collaboration and communication techniques to improve the district's educational environment (4.1)
    2. Diverse cultural, social and intellectual resources within a district community (4.2)
    3. District strategies for effective oral and written communication with families and caregivers (4.3)
    4. District collaboration methods for collaborative relationships with families and caregivers (4.3)
    5. District organizational culture that promotes open communication with community partners (4.4)
    6. District collaboration methods for productive relationships with community partners (4.4)

Question 6: Vision Action Plan– ELCC Standard 1

a. You previously developed a comprehensive personal statement that will guide your work as a district level leader. Develop a Vision Action Plan Incorporating the following:
    1. Theories relevant to building, articulating, implementing and stewarding a district vision (1.1)

2. Methods for involving district stakeholders in the visioning process (1.1)
3. The purposes and processes for collecting, analyzing, and using appropriate district data to drive decision making that effects student learning (1.2)
4. Designing and using assessment data for learning (1.2)
5. Variables that affect student learning (1.2)
6. Continual and sustained district improvement models and processes (1.3)
7. Strategic district management of human capital and its effect on continual and sustainable improvement (1.3)
8. Effective strategies for monitoring the implementation and revision of plans to achieve district improvement goals and program evaluation methods (1.4)

Rubric for Comprehensive Exit Exam

Category	Target = 3	Acceptable = 2	Unacceptable = 1
Question 1 – Instructional Plan ELCC: 2	Instructional Plan demonstrates candidate's superior understanding of theories on human development behavior, personalized learning and motivation (2.1) Instructional Plan demonstrates candidate's superior understanding of curriculum development and theories; measures of teacher performance, methods of program evaluation, accountability systems, data collection and analysis of evidence; district technology and information systems to support and monitor student learning (2.2) Instructional Plan demonstrates candidate's superior	Instructional Plan demonstrates candidate's strong understanding of theories on human development behavior, personalized learning and motivation (2.1) Instructional Plan demonstrates candidate's strong understanding of curriculum development theories; measures of teacher performance, methods of program evaluation, accountability systems, data collection and analysis of evidence; district technology and information systems to support and monitor student learning (2.2) Instructional Plan demonstrates candidate's strong	Instructional Plan demonstrates candidate's minimal or no understanding of theories on human development behavior, personalized learning and motivation (2.1) Instructional Plan demonstrates candidate's minimal or no understanding of curriculum development theories; measures of teacher performance, methods of program evaluation, accountability systems and data collection and analysis of evidence; district technology and information systems to support and monitor student learning (2.2) Instructional Plan demonstrates candidate's minimal

Category	Target = 3	Acceptable = 2	Unacceptable = 1
	understanding of high quality professional development; instructional leadership practices; leadership theory, change processes and evaluation (2.3) Instructional Plan demonstrates candidate's superior understanding of technology and uses for instruction; infrastructures for ongoing support and planning of district instructional technology (2.4)	understanding of high quality professional development; instructional leadership practices; leadership theory, change processes and evaluation (2.3) Instructional Plan demonstrates candidate's strong understanding of technology and uses for instruction; infrastructures for ongoing support and planning of district instructional technology (2.4)	or no understanding of high quality professional development; instructional leadership practices; leadership theory, change processes and evaluation (2.3) Instructional Plan demonstrates candidate's minimal or no understanding of technology and uses for instruction; infrastructures for ongoing support and planning of district instructional technology (2.4)
Question 2 – Personal Platform ELCC: 5	Personal Platform demonstrates candidate's superior understanding of federal, state and local legal and policy guidelines (5.1) Personal Platform demonstrates candidate's superior understanding of the relationship between ethical behavior, district culture and student achievement (5.2) Personal Platform demonstrates candidate's superior understanding of democratic values, equity, and diversity (5.3) Personal Platform	Personal Platform demonstrates candidate's strong understanding of federal, state and local legal and policy guidelines (5.1) Personal Platform demonstrates candidate's strong understanding of the relationship between ethical behavior, district culture and student achievement (5.2) Personal Platform demonstrates candidate's strong understanding of democratic values, equity and diversity(5.3) Personal Platform	Personal Code of Ethics demonstrates candidate's minimal or no understanding of federal, state and local legal and policy guidelines (5.1) Personal Platform demonstrates candidate's minimal or no understanding of the relationship between ethical behavior, district culture and student achievement (5.2) Personal Platform demonstrates candidate's minimal or no understanding of democratic values, equity and diversity (5.3) Personal Platform

Category	Target = 3	Acceptable = 2	Unacceptable = 1
	demonstrates candidate's superior understanding of the moral and legal consequences of decision making in districts (5.4) Personal Platform demonstrates candidate's superior understanding of theories of efficacy (5.5)	demonstrates candidate's strong understanding of the moral and legal consequences of decision making in districts (5.4) Personal Platform demonstrates candidate's strong understanding of theories of efficacy (5.5)	demonstrates candidate's minimal or no understanding of the moral and legal consequences of decision making in districts (5.4) Personal Platform demonstrates candidate's minimal or no understanding of theories of efficacy (5.5)
Question 3 – Advocate Policy ELCC: 6	Pro or Con Policy demonstrates candidate's superior understanding of the policies, laws and regulations enacted by state, local and federal authorities that affect districts and the effect that poverty, disadvantages and lack of resources have on families, caregivers, communities, students and learning (6.1) Pro or Con Policy demonstrates candidate's superior understanding of the ways that power and political skills can influence local, state, and federal decisions (6.2) Pro or Con Policy demonstrates candidate's superior understanding of contemporary and	Pro or Con Policy demonstrates candidate's strong understanding of the policies, laws and regulations enacted by state, local and federal authorities that affect districts and the effect that poverty, disadvantages and lack of resources have on families, caregivers, communities, students and learning (6.1) Pro or Con Policy demonstrates candidate's strong understanding of the ways that power and political skills can influence local, state and federal decisions (6.2) Pro or Con Policy demonstrates candidate's strong understanding of contemporary and	Pro or Con Policy demonstrates candidate's minimal or no understanding of the policies, laws and regulations enacted by state, local and federal authorities that affect districts and the effect that poverty, disadvantages and lack of resources have on families, caregivers, communities, students and learning (6.1) Pro or Con Policy demonstrates candidate's minimal or no understanding of the ways that power and political skills can influence local, state and federal decisions (6.2) Pro or Con Policy demonstrates candidate's minimal or no understanding of contemporary and

Category	Target = 3	Acceptable = 2	Unacceptable = 1
	emerging district leadership strategies to address future issues and trends that can affect districts (6.3)	emerging district leadership strategies to address future issues and trends that can affect districts (6.3)	emerging district leadership strategies to address future issues and trends that can affect districts (6.3)
Question 4 – Management Action Plan ELCC: 3	Management Action Plan demonstrates candidate's superior understanding of district management of organizational, operational and legal resources and district management of marketing and public relations functions (3.1) Management Action Plan demonstrates candidate's superior understanding of alignment of resources to district priorities and forecasting resource requirements and technology and management systems (3.2) Management Action Plan demonstrates candidate's understanding of district strategies supporting safe and secure learning environments and district based discipline management policies and plans (3.3) Management Action Plan demonstrates candidate's superior	Management Action Plan demonstrates candidate's strong understanding of district management of organizational, operational and legal resources and district management of marketing and public relations (3.1) Management Action Plan demonstrates candidate's strong understanding of alignment of resources to district priorities and forecasting resource requirements and technology and management systems (3.2) Management Action Plan demonstrates candidate's strong understanding of district strategies supporting safe and secure learning environments and district based discipline management policies and plans (3.3) Management Action Plan demonstrates candidate's superior	Management Action Plan demonstrates candidate's minimal or no understanding of district management of organizational, operational and legal resources and district management of marketing and public relations (3.1) Management Action Plan demonstrates candidate's minimal or no understanding of alignment of resources to district priorities and forecasting resource requirements and technology and management systems (3.2) Management Action Plan demonstrates candidate's minimal or no understanding of district strategies supporting safe and secure learning environments and district based discipline management policies and plans (3.3) Management Action Plan demonstrates candidate's minimal

Category	Target = 3	Acceptable = 2	Unacceptable = 1
	understanding of the meaning of distributed leadership in a district environment and how to create and sustain it (3.4) Management Action Plan demonstrates candidate's superior understanding of supervision strategies that ensure that teachers across the district maximize time spent on high quality instruction and student learning (3.5)	understanding of the meaning of distributed leadership in a district environment and how to create and sustain it (3.4) Management Action Plan demonstrates candidate's strong understanding of supervision strategies that ensure that teachers across the district maximize time spent on high quality instruction and student learning (3.5)	or no understanding of the meaning of distributed leadership in a district environment and how to create and sustain it (3.4) Management Action Plan demonstrates candidate's minimal or no understanding of supervision strategies that ensure that the teachers across the district maximize time spent on high quality instruction and student learning (3.5)
Question 5 – Communication Plan ELCC: 4	Communication Plan demonstrates candidate's superior understanding of collaboration and communication techniques to improve the district's educational environment (4.1) Communication Plan demonstrates candidate's superior understanding of diverse cultural, social and intellectual resources within a district community (4.2) Communication Plan demonstrates candidate's superior understanding of district strategies for effective oral and	Communication Plan demonstrates candidate's strong understanding of collaboration and communication techniques to improve the district's educational environment (4.1) Communication Plan demonstrates candidate's strong understanding of diverse cultural, social and intellectual resources within a district community (4.2) Communication Plan demonstrates candidate's strong understanding of district strategies for effective oral and	Communication Plan demonstrates candidate's minimal or no understanding of collaboration and communication techniques to improve the district's educational environment (4.1) Communication Plan demonstrates candidate's minimal or no understanding of diverse cultural, social and intellectual resources within a district community (4.2) Communication Plan demonstrates candidate's minimal or no understanding of district strategies for effective oral and

Category	Target = 3	Acceptable = 2	Unacceptable = 1
	written communication with families and caregivers and collaboration methods (4.3) Communication Plan demonstrates candidate's superior understanding of district organizational culture that promotes open communication with community partners and collaboration methods (4.4)	written communication with families and caregivers and collaboration methods (4.3) Communication Plan demonstrates candidate's strong understanding of district organizational culture that promotes open communication with community partners and collaboration methods (4.4)	written communication with families and caregivers and collaboration methods (4.3) Communication Plan demonstrates candidate's minimal or no understanding of district organizational culture that promotes open communication with community partners and collaboration methods (4.4)

Category	Target = 3	Acceptable = 2	Unacceptable = 1
Question 6 – Vision Action Plan ELCC: 1	Vision Action Plan demonstrates candidate's superior understanding of theories relevant to building, articulating, implementing and stewarding a district vision and methods for involving district stakeholders in the visioning process (1.1)	Vision Action Plan demonstrates candidate's strong understanding of theories relevant to building, articulating, implementing and stewarding a district vision and methods for involving district stakeholders in the visioning process (1.1)	Vision Action Plan demonstrates candidate's minimal or no understanding of theories relevant to building, articulating, implementing and stewarding a district vision and methods for involving district stakeholders in the visioning process (1.1)
	Vision Action Plan demonstrates candidate's superior understanding of the purposes and processes for collecting, analyzing and using appropriate district data to drive decision making; designing and using assessment data and variables that affect student learning (1.2)	Vision Action Plan demonstrates candidate's strong understanding of the purposes and processes for collecting, analyzing and using appropriate district data to drive decision making; designing and using assessment data and variables that affect student learning (1.2)	Plan of Action for Communicating the Vision demonstrates candidate's minimal or no understanding of the purposes and processes for collecting, analyzing and using appropriate district data to drive decision making; designing and using assessment data and variables that affect student learning (1.2)
	Vision Action Plan demonstrates candidate's superior understanding of the continual and sustained district improvement models and process and management of human capital and its effect on continual and sustainable improvement (1.3)	Vision Action Plan demonstrates candidate's strong understanding of the continual and sustained district improvement models and process and management of human capital and its effect on continual and sustainable improvement (1.3)	Vision Action Plan demonstrates candidate's minimal or no understanding of the continual and sustained district improvement models and process and management of human capital and its effect on continual and sustainable improvement (1.3)
	Vision Action Plan demonstrates candidate's superior understanding of the effective strategies for monitoring the implementation and revision of plans to achieve district improvement goals and program evaluation models	Vision Action Plan demonstrates candidate's strong understanding of the effective strategies for monitoring the implementation and revision of plans to achieve district improvement goals and program evaluation models	Vision Action Plan demonstrates candidate's minimal or no understanding of the effective strategies for monitoring the implementation and revision of plans to achieve district improvement goals and program

University Professor/Advisor Signature: _____

Date: _____

Pass:_____ Fail:_____

Assessment #2: Case Study (Content)

EDAD 780: Politics and Policy in Practice

Description and Use in Program:

The Case Study is considered one of several performance assessments that demonstrate candidate's proficiency in district-level ELCC Standards. It is designed to assess candidate's content knowledge of concepts contained in the ELCC district-level standards. The Performance Standards for South Carolina Principals (PADEPP), the Spadoni College of Education Conceptual Framework Candidate Proficiencies (CF), the Education and Economic Development Standards for Administrators (EEDA) and the International Society for Technology Education Standards for Administrators (ISTE) are directly aligned to the ELCC Standards.

This Case Study provides candidates with an opportunity to evaluate a scenario and analyze their understanding of key principles for sustaining a district culture and instructional program conducive to student learning and staff professional growth.

Alignment with ELCC Standards:

The Case Study is directly aligned to ELCC Standard 1, 2, 4, 6

PADEPP: 1.3, 1.4, 2.1-2.5, 4.3, 5.3, 5.5-5.6, 7.2, 7.4, 8.1-8.4, 9.1

NCATE: 1-4

CF: 1.0, 1.3, 2.2, 5.1-5.2

EEDA 1-7

ISTE: 1a, 1b, 2a-2d, 3d

Data Available:

Assessment 2 Case Study – Changes in the District

Instructions to Candidate:

You are the superintendent of a large urban school district in the south. You are faced with several issues in your district: state and national accountability, changing demographics, staff shortages and changing technology. You know that change needs to take place. You convene a team of district administrators to explore the issues and develop strategies for improvement. The Board of Education is awaiting your Action Plan for Organizational Change.

b. Write an Action Plan for Organizational Change. Discuss the following:

1. How you will address the accountability levels at the state and national levels (ELCC 6.1, PADEPP 4.3, 5.4, 6.1, 7.2-7.3; CF: 3.1; NCATE 1, 4)).

2. How you will address the changing demographics. Higher enrollment is generally associated with greater ethnic, racial and linguistic diversity; a school population that has the greatest level of needs; poverty that affects families and student learning (ELCC 6.1; PADEPP 4.3, 5.4, 6.1, 7.2-7.3; CF: 3.1, NCATE 1.4).

3. How you will address staffing shortages due largely to retirements, an expanding student population, career changes, and increasing teacher and administrator turnover since the management of people, processes and resources is critical (ELCC 2.3; PADEPP: 2.4, 4.3, 8/1-8.4. 9.1; NCATE 1-3). Also, discuss the issue facing school administrators to increase the racial and ethnic diversity of personnel.

4. How you will deal with the district technological and information system explosion all organizations are experiencing to support and monitor student learning (ELCC 2.2; PADEPP: 2.1, 2.5, 4.3: CF: 1.3; ISTE: 2a-2d; NCATE: 1-3; EEDA 1-7). This pressure is due in part to research and development efforts within organizations.

5. Concurrent with the development of new technologies is an explosion of knowledge. What do you see are future trends and issues in technology that you will need to address (ELCC 2.4, 6.3; PADEPP 2.3, 2.5, 5.3, 5.5-5.6, 7.2, 7.4; ISTE 3d; NCATE: 1-3)?

6. How you will address the external pressures which come from processes and diverse stakeholders (e.g. community, families). What will be your collaborative methods for productive relationships (ELCC 4.3; 4.4; PADEPP 5.3, 5.6; CF: 2.1; NCATE: 1. 4)).

7. Processes that act as pressures for change include communication, decision making, leadership and motivational strategies. Discuss each of these. What will be your collaborative and communication techniques to improve the district's educational environment? Be sure to discuss strategies for effective oral and written communication (ELCC: 4.1, 4.4; PADEPP: 2.3, 5.3-5.6; CF: 2.1; NCATE 1, 4.)

8. How will you promote continual and sustainable district improvements (ELCC: 1.3; PADEPP: 4.3; NCATE: 1, 2, 3)?

9. How will you implement and evaluate district improvement processes (ELCC: 1.2; PADEPP 2.1-2.3; NCATE: 1, 2, 3)?

10. What methods will you employ for involving district stakeholders in the organizational change process (ELCC: 1.1; PADEPP: 1.3, 1.4; CF: 1.0; ISTE: 1a, b; NCATE: 1, 2, 3)?

Candidate Action Plan for Organizational Change is submitted via LiveText:

Organizational and Action Plan for Change Rubric

Assignment	Exemplary 4	Proficient 3	Developing 2	Unacceptable 1
Case Study: Organizational Action Plan for Change ELCC: 1, 2, 4, 6 PADEPP: 1,3, 1.4, 2.1-2.5, 4.3, 5.3, 5.5-5.6, 7.2, 7.4, 8.1-8.4, 9.1 CF: 1.0, 1.3, 2.2, 5.1-5.2 EEDA: 1-7 NCATE: 1-4 ISTE: 1a-b, 2a-d, 3d	Action Plan demonstrates candidate's superior understanding of policies, laws and regulations enacted by state and federal levels (6.1) Action Plan demonstrates candidate's superior understanding of the effect that poverty, disadvantages and lack of resources have on families, caregivers, communities, students and learning (6.1) Action Plan demonstrates candidate's superior understanding of district systems that promotes effective and efficient practices in the management of people, processes and resources (2.3) Action Plan demonstrates	Action Plan demonstrates candidate's strong understanding of policies, laws and regulations enacted by state and federal levels (6.1) Action Plan demonstrates candidate's strong understanding of the effect that poverty, disadvantages and lack of resources have on families, caregivers, communities, students and learning (6.1) Action Plan demonstrates candidate's strong understanding of district systems that promotes effective and efficient practices in the management of people, processes and resources (2.3)	Action Plan demonstrates candidate's adequate understanding of policies, laws and regulations enacted by state and federal levels (6.1) Action Plan demonstrates candidate's adequate understanding of the effect that poverty, disadvantages and lack of resources have on families, caregivers, communities, students and learning (6.1) Action Plan demonstrates candidate's adequate understanding of district systems that promotes effective and efficient practices in the management of people, processes and resources (2.3)	Action Plan demonstrates candidate's minimal or no understanding of policies, laws and regulations enacted by state and federal levels (6.1) Action Plan demonstrates candidate's minimal or no understanding of the effect that poverty, disadvantages and lack of resources have on families, caregivers, communities, students and learning (6.1) Action Plan demonstrates candidate's minimal or no understanding of district systems that promotes effective and efficient practices in the management of people, processes and resources (2.3)

Assignment	Exemplary 4	Proficient 3	Developing 2	Unacceptable 1
	candidate's superior understanding of district technology and information systems to support and monitor student learning (2.2) Action Plan demonstrates candidate's superior understanding of technology and its uses for instruction within the district (2.4) Action Plan demonstrates candidate's superior understanding of future trends and issues in technology (6.3) Action Plan demonstrates candidate's superior understanding of collaborative methods for productive relationships with families and community partners (4.3, 4.4) Action Plan demonstrates	Action Plan demonstrates candidate's strong understanding of district technology and information systems to support and monitor student learning (2.2) Action Plan demonstrates candidate's strong understanding of technology and its uses for instruction within the district (2.4) Action Plan demonstrates candidate's strong understanding of future trends and issues in technology (6.3) Action Plan demonstrates candidate's strong understanding of collaborative methods for productive relationships with families and community partners (4.3, 4. Action Plan demonstrates	Action Plan demonstrates candidate's adequate understanding of district technology and information systems to support and monitor student learning (2.2) Action Plan demonstrates candidate's adequate understanding of technology and its uses for instruction within the district (2.4) Action Plan demonstrates candidate's adequate understanding of future trends and issues in technology (6.3) Action Plan demonstrates candidate's adequate understanding of collaborative methods for productive relationships with families and community partners (4.3, Action Plan demonstrates	Action Plan demonstrates candidate's minimal or no understanding of district technology and information systems to support and monitor student learning (2.2) Action Plan demonstrates candidate's minimal or no understanding of technology and its uses for instruction within the district (2.4) Action Plan demonstrates candidate's minimal or no understanding of future trends and issues in technology (6.3) Action Plan demonstrates candidate's minimal or no understanding of collaborative methods for productive relationships with families and community partners (4.3, Action Plan demonstrates

Assignment	Exemplary 4	Proficient 3	Developing 2	Unacceptable 1
	candidate's superior understanding of collaborative communication techniques (4.1) and strategies for effective oral and written communication (4.4) Action Plan demonstrates candidate's superior understanding of continual and sustainable district improvement (1.3) Action Plan demonstrates candidate's superior ability to implement and evaluate district improvement process (1.2) Action Plan demonstrates candidate's understanding for involvement of stakeholders in the change process (1.1)	candidate's strong understanding of collaborative communication techniques(4.1) and strategies for effective oral and written communication (4.4) Action Plan demonstrates candidate's strong understanding of continual and sustainable district improvement (1.3) Action Plan demonstrates candidate's strong ability to implement and evaluate district improvement process (1.2) Action Plan demonstrates candidate's strong understanding for involvement of stakeholders in the change process (1.1)	candidate's adequate understanding of collaborative communication techniques (4.1) and strategies for effective oral and written communication (4.4) Action Plan demonstrates candidate's adequate understanding of continual and sustainable district improvement (1.3) Action Plan demonstrates candidate's adequate ability to implement and evaluate district improvement process (1.2) Action Plan demonstrates candidate's adequate understanding for involvement of stakeholders in the change process (1.1)	candidate's minimal or no understanding of collaborative communication techniques (4.1) and strategies for effective oral and written communication (4.4) Action Plan demonstrates candidate's minimal or no understanding of continual and sustainable district improvement (1.3) Action Plan demonstrates candidate's minimal or no ability to implement and evaluate district improvement process (1.2) Action Plan demonstrates candidate's minimal or no understanding for involvement of stakeholders in the change process (1.1)

Assessment #3: District Curriculum and Instructional Audit (Professional Leadership Skill)

EDAD 760 Instructional Leadership and Supervision

Description and Use in Program:

The District Curriculum and Instructional Audit is considered a demonstration of candidate's application of leadership skills in instructional leadership within a district. The Performance Standards for South Carolina Principals (PADEPP), the Spadoni College of Education Conceptual Framework Candidate Proficiencies (CF), the Education and Economic Development Standards for Administrators (EEDA) and the International Society for Technology Education Standards for Administrators (ISTE) are directly aligned to the ELCC Standards. The candidate will conduct a comprehensive district-level curriculum and instruction audit for PK-12 either in Language Arts or Math.

Alignment with ELCC Standards:

The Observation and Conference project is directly aligned to ELCC Standards 1, 2

PADEPP: 1.1, 1.3, 1.4, 2.1-2.4, 4.1, 4.3, 8.1-8.4, 9.1

NCATE: 1-3

CF: 1.0, 1.3, 2.2, 3.1

EEDA: 1-7

ISTE: 1 a, 1b, 2a, 2c, 2d

Data Available:

Assessment #3: District Curriculum and Instruction Audit

Instructions to Candidate:

With the adoption of the Common Core Standards in South Carolina, increased attention to student achievement metrics in English Language Arts and Mathematics is occurring. In order for candidates to reflect learning in areas as measured by state assessments, congruence between common core curricula in these disciplines with district practices in curriculum, instruction, assessment and professional development is critical. You will select either English Language Arts or Mathematics curriculum from your school district and conduct a comprehensive PK-12 district-wide curriculum and instruction audit. The audit plan must include the following components:

1. A discussion regarding the development, dissemination and implementation of the district's vision specifically as it relates to student learning. How is the district vision of learning articulated (1.1)?
2. An analysis of the district's student achievement data that is disaggregated by grade level, ethnicity and gender. Compare this data with Common Core Standards in the respective area and how the achievement coincides with the district vision and goals (ELCC 1.4).
3. A comprehensive review and comparison of current evidence-centered research strategies and practices in instructional methodology that are being used in the district (ELCC 1.2).
4. A review of the professional development practices and assessment practices of the district and their support of the attainment of the district curriculum chosen (ELCC 2.3).
5. After reviewing professional development and assessment practices, develop a short term (within current budget cycle) and long term (budgeted for future) plan to address any gaps between current practices and state curriculum outcomes. Include in these plans a timeframe for implementation and estimates of expenses for budgetary purposes (ELCC 2.1, 2.2).
6. Develop a short term and long term plan for addressing gaps between the current curriculum, professional development, and assessment practices to successfully implement Common Core Standards in the chosen area. Include a timeframe for implementation, estimates of expenses for budgetary purposes and a plan for assessment practices in Pk-12 designed to facilitate the unique learning needs and interests of diverse student population on mandated state exams (ELCC 2.1, 2.2)

The District Curriculum and Instruction Audit is submitted into LiveText.

District Curriculum and Instruction Audit Rubric

Assignment	Exemplary 4	Proficient 3	Developing 2	Unacceptable 1
Case Study: Organizational Action Plan for Change ELCC: 1, 2, 4, 6 PADEPP: 1,3, 1.4, 2.1-2.5, 4.3, 5.3, 5.5-5.6, 7.2, 7.4, 8.1-8.4, 9.1 CF: 1.0, 1.3, 2.2, 5.1-5.2 EEDA: 1-7 NCATE: 1-4 ISTE: 1a-b, 2a-d, 3d	Action Plan demonstrates candidate's superior understanding of policies, laws and regulations enacted by state and federal levels (6.1) Action Plan demonstrates candidate's superior understanding of the effect that poverty, disadvantages and lack of resources have on families, caregivers, communities, students and learning (6.1) Action Plan demonstrates candidate's superior understanding of district systems that promotes effective and efficient practices in the management of people, processes and resources (2.3)	Action Plan demonstrates candidate's strong understanding of policies, laws and regulations enacted by state and federal levels (6.1) Action Plan demonstrates candidate's strong understanding of the effect that poverty, disadvantages and lack of resources have on families, caregivers, communities, students and learning (6.1) Action Plan demonstrates candidate's strong understanding of district systems that promotes effective and efficient practices in the management of people, processes and resources (2.3)	Action Plan demonstrates candidate's adequate understanding of policies, laws and regulations enacted by state and federal levels (6.1) Action Plan demonstrates candidate's adequate understanding of the effect that poverty, disadvantages and lack of resources have on families, caregivers, communities, students and learning (6.1) Action Plan demonstrates candidate's adequate understanding of district systems that promotes effective and efficient practices in the management of people, processes and resources (2.3)	Action Plan demonstrates candidate's minimal or no understanding of policies, laws and regulations enacted by state and federal levels (6.1) Action Plan demonstrates candidate's minimal or no understanding of the effect that poverty, disadvantages and lack of resources have on families, caregivers, communities, students and learning (6.1) Action Plan demonstrates candidate's minimal or no understanding of district systems that promotes effective and efficient practices in the management of people, processes and resources (2.3)

Assignment	Exemplary 4	Proficient 3	Developing 2	Unacceptable 1
	Action Plan demonstrates candidate's superior understanding of district technology and information systems to support and monitor student learning (2.2) Action Plan demonstrates candidate's superior understanding of technology and its uses for instruction within the district (2.4) Action Plan demonstrates candidate's superior understanding of future trends and issues in technology (6.3) Action Plan demonstrates candidate's superior understanding of collaborative methods for productive	Action Plan demonstrates candidate's strong understanding of district technology and information systems to support and monitor student learning (2.2) Action Plan demonstrates candidate's strong understanding of technology and its uses for instruction within the district (2.4) Action Plan demonstrates candidate's strong understanding of future trends and issues in technology (6.3) Action Plan demonstrates candidate's strong understanding of collaborative methods for productive	Action Plan demonstrates candidate's adequate understanding of district technology and information systems to support and monitor student learning (2.2) Action Plan demonstrates candidate's adequate understanding of technology and its uses for instruction within the district (2.4) Action Plan demonstrates candidate's adequate understanding of future trends and issues in technology (6.3) Action Plan demonstrates candidate's adequate understanding of collaborative methods for productive	Action Plan demonstrates candidate's minimal or no understanding of district technology and information systems to support and monitor student learning (2.2) Action Plan demonstrates candidate's minimal or no understanding of technology and its uses for instruction within the district (2.4) Action Plan demonstrates candidate's minimal or no understanding of future trends and issues in technology (6.3) Action Plan demonstrates candidate's minimal or no understanding of collaborative methods for productive

Assignment	Exemplary 4	Proficient 3	Developing 2	Unacceptable 1
	relationships with families and community partners (4.3, 4.4) Action Plan demonstrates candidate's superior understanding of collaborative communication techniques (4.1) and strategies for effective oral and written communication (4.4) Action Plan demonstrates candidate's superior understanding of continual and sustainable district improvement (1.3) Action Plan demonstrates candidate's superior ability to implement and evaluate district improvement process (1.2)	relationships with families and community partners (4.3, 4.4) Action Plan demonstrates candidate's strong understanding of collaborative communication techniques(4.1) and strategies for effective oral and written communication (4.4) Action Plan demonstrates candidate's strong understanding of continual and sustainable district improvement (1.3) Action Plan demonstrates candidate's strong ability to implement and evaluate district improvement process (1.2)	relationships with families and community partners (4.3, 4.4) Action Plan demonstrates candidate's adequate understanding of collaborative communication techniques (4.1) and strategies for effective oral and written communication (4.4) Action Plan demonstrates candidate's adequate understanding of continual and sustainable district improvement (1.3) Action Plan demonstrates candidate's adequate ability to implement and evaluate district improvement process (1.2)	relationships with families and community partners (4.3, 4.4) Action Plan demonstrates candidate's minimal or no understanding of collaborative communication techniques (4.1) and strategies for effective oral and written communication (4.4) Action Plan demonstrates candidate's minimal or no understanding of continual and sustainable district improvement (1.3) Action Plan demonstrates candidate's minimal or no ability to implement and evaluate district improvement process (1.2)

Assignment	Exemplary 4	Proficient 3	Developing 2	Unacceptable 1
	Action Plan demonstrates candidate's understanding for involvement of stakeholders in the change process (1.1)	Action Plan demonstrates candidate's strong understanding for involvement of stakeholders in the change process (1.1)	Action Plan demonstrates candidate's adequate understanding for involvement of stakeholders in the change process (1.1)	Action Plan demonstrates candidate's minimal or no understanding for involvement of stakeholders in the change process (1.1)

Assessment #4: Internship Supervisor Evaluation (Professional Leadership Skills)

EDAD 794 District Level Internship I
EDAD 795 District Level Internship II

Description and Use in Program

The Internship Supervisor Evaluation is a performance assessment for district-level interns designed to allow the internship site supervisor(s) to evaluate a candidate's overall performance at the end of each semester at a district level site (150 hours) internship. The instrument allows the site supervisor(s) to evaluate the candidate's performance on the seven ELCC Standards and is used to guide individual candidate improvement. The Performance Standards for South Carolina Principals (PADEPP), Spadoni College of Education Conceptual Framework Candidate Proficiencies (CF) and the Education and Economic Development Act Standards for Educational Leaders (EEDA) are directly aligned to the ELCC Standards.

These assessments from two different supervisors combined provide an excellent overall indication of each candidate's abilities and potential for success as a future administrator. The university supervisor evaluates each of the ELCC standards for each candidate based on the site supervisors' feedback, and observation. The Internship Supervisor Evaluation is included in this document.

Alignment with ELCC Standards
The Internship Supervisor Evaluation is aligned directly to ELCC Standards 1-7.
PADEPP Standards 1-9
NCATE Principles 1-4
CF Standards 1-5
ISTE Standards 1-5
EEDA Standards 1-7

Data Available:

Description of Internship

The Internship is a substantial component of Coastal Carolina University's Ed.S. in Educational Leadership program. Candidates complete two semester-long internships working closely with a site supervisor who has district-level responsibilities. During this experience the candidate will demonstrate exposure to various components of the school system as executed at the district-level.
Candidates will complete a Professional Growth Plan Proposal (PGPP). This PGPP informs the site supervisor and intern of areas in which the intern will focus his/her major three internship projects during each of the semester's internship placements. Over the two semesters of internship, each ELCC standards #1-6 will be addressed by the approved PGPPs. The PGPP is developed with the university supervisor, site supervisor and intern based upon the reflections of the intern and informed by activities associated with the PGPPs and other internship assignments. The interns will complete **three Major projects** based upon their PGPPs each semester of the internship fulfilling each ELCC 1-6 Standard. Reflective essays are submitted on each of the major projects and submitted to the university supervisor. The Standard Projects are identified through the intern's strengths assessment through the PGPP process. Reflective essays are submitted on each of the Standard projects and submitted to the university supervisor. Also, candidates are required to maintain a monthly journal that documents their

experiences and observations. Journals are submitted three times during each semester of the internship to the university supervisor. Candidates are required to spend 300 hours of contact time for the two-semester internship. Contact time consists of: time on site with the site supervisor, project preparation and implementation, seminars, journaling and other planned participation requirements. Lastly, candidates are required to complete a monthly internship activity log during each semester of the internship. Monthly activity logs are submitted to the university supervisor. An *Administrative Internship Handbook* is provided to all candidates with specific assignments and requirements of the internship. Candidates receive three (3) semester hours of graduate credit for each of the 12-week school site internship experience (total 6 semester hours of graduate credit for 24-week school site internship experience). The internship experience documentation plays an important part in the total evaluation of the candidate's performance as a district-level administrator. Major projects developed will be placed in the candidate's portfolio to ensure that candidates meet the required ELCC Standards 1-6 as well as PADEPP 1-9, CF Proficiencies 1-5, NCATE 1-4, ISTE 1-5 and EEDA 1-7.

Evaluation Rubric and
Summative Evaluation Form for District-Level Interns
by Internship Site Supervisor
Ed.S. in School Leadership
Spadoni College of Education

***Directions to Intern*:** At the end each internship experience, have your site supervisor fill out this form. Subsequently hold a conference with the site supervisor on its contents. After the conference, scan the document and attach it in the appropriate Blackboard assignment labeled "Summative Assessment by Site Supervisor." Be sure the document is signed by your site supervisor. Write an email to alert your university supervisor that the evaluation is in BlackBoard.

***Directions to Site Supervisor*:** Please evaluate district-level interns on all ELCC standard elements below to create a synopsis of the entire semester's experience. Place a checkmark next to the term that best describes your evaluation of the intern's performance. This evaluation information assists CCU supervisors in providing future references for the intern. When completed, the intern forwards the completed form to the intern's university supervisor. NOTE: Each site supervisor must complete this form.

Candidate Name:

CCU ID Number:

Site Location:

Site Supervisor:

Date of Evaluation:

3= Target (demonstrates exemplary ability)
2= Acceptable (demonstrates satisfactory ability)
1= Unacceptable (demonstrates unsatisfactory ability)

ELCC Standard 1.0: Graduates of the program are district-level educational leaders who applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a school vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders. The elements below guide you in determining the candidate's performance. This Standard is aligned to PADEPP 1.1-1.4; NCATE: 1; CF 1.0; ISTE 1.

ELCC 1.1 Understands and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.
3_____ **2**_____ **1**_____

ELCC 1.2 Understands and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.

3_____ **2**_____ **1**_____

ELCC 1.3 Understands and can promote continual and sustainable district improvement.
3_____ **2**_____ **1**_____

ELCC 1.4 Understands and can evaluate district progress and revise district plans supported by district stakeholders.
3_____ **2**_____ **1**_____

ELCC Standard 2.0: Graduates of the program are district-level educational leaders who applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional district program; developing and supervising the instructional leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.
The elements below guide you in determining candidate's performance. This Standard is aligned to PADEPP 2.1-2.5; 4.1, 4.3, 8.1-8.4; 9.1; NCATE: 1, 2; CF 1.3, 1.5, 2.2; 3.1-3.2; 5.1-5.2; ISTE 2 and EEDA 1-7.

ELCC 2.1 Understands and can advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students
3 _____ **2** _____ **1** _____

ELCC 2.2 Understands and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.
3 _____ **2**_____ **1**_____

ELCC 2.3 Understands and can develop and supervise the instructional leadership capacity across the district.
3 _____ **2**_____ **1**_____

ELCC 2.4 Understands and can promote the most effective and appropriate district technologies to support teaching and learning within the district.
3_____ **2** _____ **1**_____

ELCC Standard 3.0: Graduates of the program are district-level educational leaders that applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating the district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

The elements below guide you in determining candidate's performance. This Standard is aligned to PADEPP 2.3, 3.1-3.6; 4.2, 4.4, 6.3; NCATE: 1.3; CF 1.0, 1.4, 3.2; ISTE 3.

ELCC 3.1 Understands and can monitor and evaluate district management and operational systems.

3_____ **2**_____ **1**_____

ELCC 3.2 Understands and can efficiently use human, fiscal and technological resources within the district

3_____ **2**_____ **1**_____

ELCC 3.3 Understands and can promote district level policies and procedures that protect the welfare and safety of students and staff across the district.

3_____ **2**_____ **1**_____

ELCC 3.4 Understands and can develop district capacity for distributed leadership.

3_____ **2**_____ **1**_____

ELCC 3.5 Understands and can ensure that district time focuses on supporting high-quality school instruction and student learning.

3_____ **2**_____ **1**_____

ELCC Standard 4.0: Graduates of the program are district-level educational leaders 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 for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation and use of the diverse cultural, social and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive school relationships with community partners.
The elements below guide you in determining candidate's performance. This Standard is aligned to PADEPP 2.4; 4.5; 5.1-5.6; NCATE: 1, 4; CF 1.1; 2.1; 3.2; ISTE 3-4.

ELCC 4.1 Understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.

3_____ **2** _____ **1**_____

ELCC 4.2 Understands and can mobilize community resources by promoting an understanding, appreciation and use of the community's diverse cultural, social and intellectual resources throughout the district.

3_____ **2**_____ **1**_____

ELCC 4.3 Understands and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.

3_____ **2**_____ **1**_____

ELCC 4.4 Understands and can respond to community interests and needs by building and sustaining productive district relationships with community partners.

3_____ **2**_____ **1**_____

ELCC Standard 5.0: Graduates of the program are district-level educational leaders who applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting justice within the district to ensure individual student needs inform all aspects of schooling.

The elements below guide you in determining candidate's performance. This Standard is aligned to PADEPP 6.1-6.3; 7.1; NCATE: 1.3; CF 4.1-4.3; ISTE 5.

ELCC 5.1 Understands and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.

3_____ **2**_____ **1**_____

ELCC 5.2 Understands and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.

3_____ **2**_____ **1**_____

ELCC 5.3 Understands and can safeguard the values of democracy, equity and diversity within the district.

3_____ **2**_____ **1**_____

ELCC 5.4 Understands and can evaluate the potential moral and legal consequences of decision making in the district

3_____ **2**_____ **1**_____

ELCC 5.5 Understands and can promote social justice within the district to ensure that individual student needs inform all aspects of schooling

3_____ **2**_____ **1**_____

ELCC Standard 6.0: Graduates of the program are district-level educational leaders who applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district by advocating for district students, families and caregivers; acting to influence local, district, state and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.
The elements below guide you in determining candidate's performance. This Standard is aligned to PADEPP 2.3, 2.5; 4.3; 5.3-5.6; 6.1; 7.1-7.6; 9.3; NCATE: 1.4;CF 3.1; ISTE 1-2.

ELCC 6.1 Understands and can advocate for district students, families and caregivers

3_____ **2**_____ **1**_____

ELCC 6.2 Understands and can act to influence local, district, state and national decisions affecting student learning in a district environment.

3_____ **2**_____ **1**_____

ELCC 6.3 Understands and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies
3_____ **2**_____ **1**_____

ELCC Standard 7.0: Internship. Graduates of the program are district-level educational leaders who applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experiences that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

The elements below guide you in determining candidate's performance.

7.1 Substantial experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences.
3_____ **2** _____ **1** _____

7.2. Sustained internship experience: Candidates are provided a six month, concentrated (9-12 hours per week) internship that includes field experiences within a district environment.
3_____ **2**_____ **1**_____

7.3 Qualified on-site mentor: An on-site mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution.
3_____ **2**_____ **1**_____

Recommend Credit for Internship: _____

Recommend No Credit for Internship: _____

Signature of Site Supervisor:_____ **Date:**_____

Assessment #5: District Improvement Change to Support Student Learning (Professional Leadership Skills)

EDAD 789: The Superintendency and District Level Leadership

The District Improvement Change to Support Student Learning is one of several performance products required to demonstrate a candidate's application of leadership skills that support an effective P-12 student learning environment within a district.

The Performance Standards for South Carolina Principals (PADEPP), Spadoni College of Education Conceptual Framework Candidate Proficiencies (CF), Education and Economic Development Standards for Administrators (EED) and the International Society for Technology Education Standards (ISTE) are in direct alignment to the ELCC Standards.

Candidates will develop a District Improvement Change to Support Student Learning that demonstrate their understanding of district level culture, student learning, collaborating with staff, families and community and acting with integrity, fairness and ethical manner in a district wide context. Candidates will identify and address a problem to improve curriculum and instruction related to P-12 student learning.

Alignment with ELCC Standards:

The District Improvement Plan is directly aligned with ELCC Standards: 2, 4, and 5

NCATE: 1-3

PADEPP Standards 2, 4, 6, 7, 8, 9

CF Proficiencies 1, 3, 4

ISTE Standards 2, 3, 4, 5

Data Available:

Assessment 5 District Improvement Change

The District Improvement Change is one of several performance products required to demonstrate a candidate's application of leadership skills that support an effect P-12 student learning environment within a district.

Instructions to Candidates:

Candidates will identify and address a problem related to the superintendency. The problem must specifically address an issue that is related to curriculum, instruction and student learning (i.e. achievement gap). The candidate will develop a District Improvement Change and will submit their Change in the form of a narrative that must include the following:

1. Summary of the Problem/Issue that you have identified related to curriculum, instruction and student learning using evidence-centered research (2.2).
2. The District Improvement Change that you will implement using evidence-centered research in making curricular and instructional decisions (2.2).
3. How will you lead the district change and collaboration that focus on improvements to district practices, student outcomes, curriculum and instruction to address your problem (2.1).
4. How will you meet the unique learning needs and interests of diverse student populations and school personnel across the district as you address your problem (2.1)
5. How will you collaborate with faculty across the district to plan, implement and evaluate the problem to address your problem and a coordinated curriculum or instruction takes place (2.2).
6. How will you provide resources to address the problem to support quality curriculum and instruction (2.2).
7. How will you facilitate school leadership through development of district activities that focus on teaching and student learning to address the problem (2.3).
8. How will you communicate information about the problem to the community and how you are addressing the issue (4.1).
9. How will you identify and use diverse community resources to address the problem (4.2).
10. How will you involve families (4.3) and community partners (4.4) in the improvement process to address the problem?
11. How you will act with integrity and fairness in supporting district policies and staff policies to ensure that ensures every student's academic and social success (5.1).
12. Discuss your district leadership decision to address the problem in terms of established ethical practices (5.2).
13. How you will develop the resiliency to uphold core values and persist in the face of adversity as you address the problem (5.5).

District Improvement Change to Support Student Learning is submitted into LiveText.

District Improvement Change to Support Student Learning Rubric

Assessment/ELCC Standards	Exemplary 4	Proficient 3	Developing 2	Unacceptable 1
District Improvement Change to Support Student Learning ELCC: 2, 4, 5 NCATE: 1-3 PADEPP: 2.1-2.5, 4.1, 4.3, 4.5, 5.1, 5.3-5.6, 6.1-6.2, 7.1-7.2, 8.1-8.4, 9.1 CF: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 EEDA: 1-7 ISTE: 2a, 2c-d, 3d, 4b, 5a, 5d	Summary of Problem and District Change demonstrates candidate's superior ability to use evidence-centered research in making curricular and instructional decisions (2.2)	Summary of the Problem and District Change demonstrates candidate's strong ability to use evidence-centered research in making curricular and instructional decisions(2.2)	Summary of the Problem and District Change demonstrates candidate's adequate ability to use evidence-centered research in making curricular and instructional decisions(2.2)	Summary of the Problem and District Change demonstrates candidate's minimal or no ability to use evidence-centered research in making curricular and instructional decisions (2.2)
	District Improvement Change demonstrates candidate's superior ability to lead district change and collaboration that focuses on improvements to district practices, student outcomes, curriculum and instruction and meets the unique learning needs and interests of diverse student populations (2.1)	District Improvement Change demonstrates candidate's strong ability to lead district change and collaboration that focuses on improvements to district practices, student outcomes, curriculum and instruction and meets the unique learning needs and interests of diverse student populations (2.1)	District Improvement Change demonstrates candidate's adequate ability to lead district change and collaboration that focuses on improvements to district practices, student outcomes, curriculum and instruction and meets the unique learning needs and interests of diverse student populations (2.1)	District Improvement Change demonstrates candidate's minimal or no ability to lead district change and collaboration that focus on improvements to district practices, student outcomes, curriculum and instruction and meets the unique learning needs and interests of diverse student populations (2.1)
	District Improvement Change demonstrates candidate's superior ability to collaborate with faculty to plan, implement and evaluate the	District Improvement Change demonstrates candidate's strong ability to collaborate with faculty to plan, implement and evaluate the	District Improvement Change demonstrates candidate's adequate ability to collaborate with faculty to plan, implement and evaluate the	District Improvement Change demonstrates candidate's minimal or no ability to collaborate with faculty to plan, implement and

Assessment/ELCC Standards	Exemplary 4	Proficient 3	Developing 2	Unacceptable 1
	change and provides district resources to support quality curriculum and instruction (2.2) District Improvement Change demonstrates candidate's superior ability to facilitate school leadership through development of district activities that focus on teaching and student learning (2.3) District Improvement Change demonstrates candidate's superior ability to communicate information about the change to the community (4.1) District Improvement Change demonstrates candidate's superior ability to identify and use diverse community resources to improve the	change and provides district resources to support quality curriculum and instruction (2.2) District Improvement Change demonstrates candidate's strong ability to facilitate school leadership through development of district activities that focus on teaching and student learning (2.3) District Improvement Change demonstrates candidate's strong ability to communicate information about the change to the community (4.1) District Improvement Change demonstrates candidate's strong ability to identify and use diverse community resources to improve the	change and provides district resources to support quality curriculum and instruction (2.2) District Improvement Change demonstrates candidate's adequate ability to facilitate school leadership through development of district activities that focus on teaching and student learning (2.3) District Improvement Change demonstrates candidate's adequate ability to communicate information about the change to the community (4.1) District Improvement Change demonstrates candidate's adequate ability to identify and use diverse community resources to improve the	evaluate the change and provides district resources to support quality curriculum and instruction (2.2) District Improvement Change demonstrates candidate's minimal or no ability to facilitate school leadership through development of district activities that focus on teaching and student learning (2.3) District Improvement Change demonstrates candidate's minimal or no ability to communicate information about the change to the community (4.1) District Improvement Change demonstrates candidate's minimal or no ability to identify and use diverse community resources to improve the

Assessment/ELCC Standards	Exemplary 4	Proficient 3	Developing 2	Unacceptable 1
	change (4.2) District Improvement Change demonstrates candidate's superior ability to involve families (4.3) and community members in the decision making process (4.4) District Improvement Change demonstrates candidate's superior ability to act with integrity and fairness in supporting district policies and staff practices that ensure every student's academic and social success (5.1) District Improvement Change demonstrates candidate's superior ability to analyze district leadership decisions in terms of established ethical practices (5.2)	change (4.2) District Improvement Change demonstrates candidate's strong ability to involve families (4.3) and community members in the decision making process (4.4) District Improvement Change demonstrates candidate's strong ability to act with integrity and fairness in supporting district policies and staff practices that ensure every student's academic and social success (5.1) District Improvement Change demonstrates candidate's strong ability to analyze district leadership decisions in terms of established ethical practices (5.2)	change (4.2) District Improvement Change demonstrates candidate's adequate ability to involve families (4.3) and community members in the decision making process (4.4) District Improvement Change demonstrates candidate's adequate ability to act with integrity and fairness in supporting district policies and staff practices that ensure every student's academic and social success (5.1) District Improvement Change demonstrates candidate's adequate ability to analyze district leadership decisions in terms of established ethical practices (5.2)	change (4.2) District Improvement Change demonstrates candidate's minimal or no ability to involve families (4.3) and community members in the decision making process (4.4) District Improvement Change demonstrates candidate's minimal or no ability to act with integrity and fairness in supporting district policies and staff practices that ensure every student's academic and social success (5.1) District Improvement Change demonstrates candidate's minimal or no ability to analyze district leadership decisions in terms of established ethical practices (5.2)

Assessment/ELCC Standards	Exemplary 4	Proficient 3	Developing 2	Unacceptable 1
	District Improvement Change demonstrates candidate's superior understanding of resiliency to uphold core values and persist in the face of adversity (5.5)	District Improvement Change demonstrates candidate's strong understanding of resiliency to uphold core values and persist in the face of adversity (5.5)	District Improvement Change demonstrates candidate's adequate understanding of resiliency to uphold core values and persist in the face of adversity (5.5)	District Improvement Change demonstrates candidate's minimal or no understanding of resiliency to uphold core values and persist in the face of adversity (5.5)

Assessment #6: Public Relations Campaign Plan (Professional Leadership Skills)

EDAD 777: School Facilities

Description and Use in Program:

The Public Relations Campaign Plan is designed to assess the candidate's application of leadership skills in organizational management and community relations. Candidates will design a comprehensive public relations campaign to garner support for a bond issue to build new school buildings and retrofit existing buildings for new technology and needed maintenance.

While the candidate's overall performance on this project is used for course grading purposes, the project provides an assessment of each candidate's proficiency relative to specific ELCC standards measured by the project. The Performance Standards for South Carolina Principals (PADEPP), NCATE, the Spadoni College of Education Conceptual Framework Candidate Proficiencies (CF), and the International Society for Technology Education Standards (ISTE) are directly aligned to the ELCC Standards.

Candidates will evaluate district management and operational systems using human, fiscal and technological resources within the district as they utilize district capacity for distributed leadership. Additionally, candidates will collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. Also, candidates will identify and use diverse community resources to improve the district programs. Moreover, candidates will respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. Lastly, candidates will respond to community interests and needs by building and sustaining productive district relationships with community partners.

Alignment with ELCC Standards:

The Public Relations Campaign Plan is directly aligned with ELCC Standards 3, 4

PADEPP Standards: 2, 3, 4, 5

NCATE Principles: 1, 3, 4

CF Standards: 1, 2, 3

ISTE Standards: 3, 4

Data Available:

Assessment 6 Public Relations Campaign Plan

Instructions to Candidates: This assignment is used to demonstrate your application of leadership skills in organizational management and community relations within a district – ELCC Standards 3, 4.

You will design a public relations campaign plan to garner support for a bond issue to build new school buildings and retrofit existing buildings for new technology and maintenance. In order to do that, you must have the necessary information available to present to the public. This is a three-part assignment. The Public Relations Campaign Plan will provide various constituencies with information to make an informed vote on the bond referendum.

Part I: Assessment of Facility and space utilization

Instructions to Candidates:

Assess the current status of facility and space utilization for the district by analyzing district processes and operations to identify and prioritize strategic and tactical challenges for the district (ELCC: 3.1; PADEPP: 3.1, 3.3; 3.4; NCATE: 1, 3; CF: 1.4; 3.2; ISTE: 3a-b). Use collaborative strategies to collect, analyze and interpret a variety of information from artifacts and conduct interviews with various stakeholders such as parents, faculty, members of the community and media. (ELCC: 4.1; PADEPP: 2.3, 5.3, 5.6; NCATE: 1, 4; CF: 1.0, ISTE: 4b).

Examine the multi-year fiscal plans and annual budgets aligned to the district's priorities and goals ((ELCC: 3.2; PADEPP: 3.1, 3.2, 4.2; NCATE: 1, 3; CF: 1.0; ISTE: 3a)

Project long term resource needs of the district including technology (ELCC 3.2; PADEPP: 3.1, 3.2, 4.2; NCATE 1, 3; CF: 1.0; ISTE: 3a). Identify

Organize the data and present the data you collected in a written narrative.

The narrative must include the following: summary of the data, conclusions that you have drawn after analyzing the data and suggested improvements for facilities and space utilization that would use diverse school and community resources to improve district programs (ELCC: 4.2; PADEPP 2.4, 5.3, 5.4, 5.6; CF: 3.2, ISTE: 3d).

Assessment of the Facility and Space Utilization (narrative) is submitted via LiveText.

Part II: Facility and Space Utilization Plan

Instructions to Candidates:

Given the data collection and assessment in Part I, develop a facility and space utilization plan (ELCC 3.2; PADEPP: 3.1, 3.2, 4.2; NCATE 1, 3; CF: 1.0; ISTE 3a). Identify leadership capabilities of staff at various levels within the district (ELCC 3.4; PADEPP: 5.3; NCATE: 1, 3; CF: 1.0) and how they will be involved in implementing your facility and space utilization plan. How will you involve district and school personnel in this decision making process? (ELCC 3.4; PADEPP: 5.3; NCATE 1, 3; CF: 1.0)

Facility and Space Utilization Plan is submitted via LiveText.

Part III: Public Relations Campaign Plan

Instructions to Candidates

In Part I and Part II, you have collaborated with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. With this information, you used human, fiscal and technological resources within the district to develop a facility and space utilization plan that you are now ready to present to the public.

Develop a formal public relations campaign plan to present the information to the public. Your Public Relations Campaign Plan should include the following:

1. How you will communicate the necessity for a bond referendum to build new school buildings and retrofit existing buildings for new technology and needed maintenance (ELCC: 4.1; PADEPP 2.3, 5.1, 5.3, 5.4, 5.5, 5.6; NCATE: 1, 4; CF: 1.1, ISTE: 4.b)
2. How you will identify and use diverse community resources to improve district programs (ELCC: 4.2; PADEPP: 2.4, 5.3, 5.4, 5.5, 5.6; NCATE: 1, 4; CF: 3.2, ISTE 3d).)
3. How you will involve families and caregivers in the district's decision making processes (ELCC 4.3; PADEPP: 5.3, 5.6; NCATE: 1, 4; CF: 2.1)
4. What collaborative strategies will you use for effective district relationships with families and caregivers (ELCC: 4.3; PADEPP: 5.3, 5.6; NCATE: 1, 4; CF: 2.1)
5. How you will involve community partners in the decision making processes (ELCC: 4.4; PADEPP: 5.3, NCATE: 1, 4; CF: 2.1; ISTE 3d)
6. How you will develop effective relationships with a variety of district community partners (ELCC 4.4; PADEPP: 5.3; NCATE 1, 4, CF: 2.1, ISTE 3d)

Public Relations Campaign Plan is submitted via LiveText.

Public Relations Campaign Plan Rubric

Assignment ELCC Standard	Exemplary 4	Proficient 3	Developing 2	Unacceptable 1
Part I: Assessment of Facility and Space Utilization ELCC: 3, 4 PADEPP: 2.3, 3.1-3.4, 4.2, 5.3, 5.6 CF: 1.0, 1.4, 3.2 NCATE: 1, 3, 4 ISTE: 3a-b, 4b	Narrative demonstrates candidates superior ability to collect, analyze and interpret information (4.1) Narrative demonstrates candidate's superior understanding of district processes and operations to identify and prioritize tactical challenges for the district and multi-year fiscal plans and annual budgets aligned to the district's priorities, goals, long term resource needs including technology (3.2)	Narrative demonstrates candidate's strong ability to collect, analyze and interpret information(4.1) Narrative demonstrates candidate's strong understanding of district processes and operations to identify and prioritize tactical challenges for the district and multi-year fiscal plans and annual budgets aligned to the district's priorities, goals, long term resource needs including technology (3.2)	Narrative demonstrates candidate's adequate ability to collect, analyze and interpret information(4.1) Narrative demonstrates candidate's adequate understanding of district processes and operations to identify and prioritize tactical challenges for the district and multi-year fiscal plans and annual budgets aligned to the district's priorities, goals, long term resource needs including technology (3.2)	Narrative demonstrates candidate's minimal or no ability to collect, analyze and interpret information(4.1) Narrative demonstrates candidate's minimal or no understanding of district processes and operations to identify and prioritize challenges for the district and multi-year fiscal plans and annual budgets aligned to the district's priorities, goals, long term resource needs including technology (3.2)

Assignment ELCC Standard	Exemplary 4	Proficient 3	Developing 2	Unacceptable 1
Part II: Facility and Space Utilization Plan ELCC: 3 PADEPP: 3.1-3.2, 4.2, 5.3 CF: 1.0 NCATE: 1, 3 ISTE: 3a	Facility and Space Utilization Plan demonstrates candidate's superior ability to develop facility and space utilization plans for the district (3.2) Facility and Space Utilization Plan demonstrates candidate's superior ability to identify leadership capabilities of staff at various levels and involve district and school personnel in decision making process (3.4)	Facility and Space Utilization Plan demonstrates candidate's strong ability to develop facility and space utilization plans for the district (3.2) Facility and Space Utilization Plan demonstrates candidate's strong ability to identify leadership capabilities of staff at various levels and involve district and school personnel in decision making process (3.4)	Facility and Space Utilization Plan demonstrates candidate's adequate ability to develop facility and space utilization plans for the district (3.2) Facility and Space Utilization Plan demonstrates candidate's adequate ability to identify leadership capabilities of staff at various levels and involve district and school personnel in decision making process (3.4)	Facility and Space Utilization Plan demonstrates candidate's minimal or no ability to develop facility and space utilization plans for the district (3.2) Facility and Space Utilization Plan demonstrates candidate's minimal or no ability to identify leadership capabilities of staff at various levels and involve district and school personnel in decision making process (3.4)
Part III: Public Relations Campaign Plan ELCC 4 PADEPP: 2.3-2.4, 5.1, 5.3-5.6 CF: 1.1, 2.1, 3.2 NCATE: 1, 4 ISTE: 3d, 4b	Public Relations Campaign Plan demonstrates candidate's superior ability to communicate the information about the district environment to the community (4.1) Public Relations Campaign Plan demonstrates candidate's superior ability	Public Relations Campaign Plan demonstrates candidate's strong ability to communicate the information about the district environment to the community (4.1) Public Relations Campaign Plan demonstrates candidate's strong ability to	Public Relations Campaign Plan demonstrates candidate's adequate ability to communicate the information about the district environment to the community (4.1) Public Relations Campaign Plan demonstrates candidate's adequate ability	Public Relations Campaign Plan demonstrates candidate's minimal or no ability to communicate the information about the district environment to the community (4.1) Public Relations Campaign Plan demonstrates candidate's minimal or no

	to identify and use diverse community resources to improve district programs (4.2) Public Relations Campaign Plan demonstrates candidate's superior ability to develop collaborative strategies for effective district relationships with families and caregivers and involve them in district decision making about their student's education (4.3) Public Relations Campaign Plan demonstrates candidate's superior ability to develop strategies for effective district relationships with a variety of district community partners and involve them in the decision making processes within the district (4.4)	identify and use diverse community resources to improve district programs (4.2) Public Relations Campaign Plan demonstrates candidate's strong ability to develop collaborative strategies for effective district relationships with families and caregivers and involve them in district decision making about their student's education (4.3) Public Relations Campaign Plan demonstrates candidate's strong ability to develop strategies for effective district relationships with a variety of district community partners and involve them in the decision making processes within the district (4.4)	to identify and use diverse community resources to improve district programs (4.2) Public Relations Campaign Plan demonstrates candidate's adequate ability to develop collaborative strategies for effective district relationships with families and caregivers and involve them in district decision making about their student's education (4.3) Public Relations Campaign Plan demonstrates candidate's adequate ability to develop strategies for effective district relationships with a variety of district community partners and involve them in the decision making processes within the district (4.4)	ability to identify and use diverse community resources to improve district programs (4.2) Public Relations Campaign Plan demonstrates candidate's minimal or no ability to develop collaborative strategies for effective district relationships with families and caregivers and involve them in district decision making about their student's education (4.3) Public Relations Campaign Plan demonstrates candidate's minimal or no ability to develop strategies for effective district relationships with a variety of district community partners and involve them in the decision making processes within the district (4.4)

Section E: Use of assessment results to improve program

Coastal Carolina University's Educational Specialist degree (Ed.S.) is anticipated to be implemented in fall 2014 servicing Horry County, Georgetown County, Williamsburg County, Marion County, Florence County and Dillion County in South Carolina. The program consists of 33 hours of course work and two semesters of internship. The coursework and the assessments are aligned with the ELCC Standards, Spadoni College of Education Conceptual Framework Candidate Proficiencies, International Society for Technology Education Standards for Administrators, Education and Economic Development Standards for Administrators and South Carolina's Performance Standards for Principals. During the program, district-level leadership candidates are required to take a series of assessments designed to evaluate their level of professional and pedagogical knowledge, skills and dispositions. Specifically, two assessments are developed to assess candidates' content knowledge and four assessments are designed to assess candidates' professional leadership skills.

The faculty members in the Coastal Carolina University Educational Leadership program are committed to continuous improvement, and they value the use of data to evaluate the effectiveness of the program to prepare school leaders who can impact student achievement. The LiveText collection system provides a meaningful and useful system for collection of candidate data across assessments at several points in the program to ensure that candidate mastery is taking place. Several processes are in place to collect this data and to use it for program enhancement and/or improvement. These assessments will be scored by faculty within the course that the assessment is given and stored in LiveText. This data will then be analyzed by the Coordinator of the Educational Leadership Program and shared with faculty members of the department, the Director of Curriculum and Instruction and the Dean of the College. Additionally, principal advisory and student advisory groups meet quarterly to review data and to make program improvements. A survey will be administered at the completion of program to determine candidates' experiences with the program and their readiness to assume positions of district-level leadership. The same survey will be administered at the completion of the program to additional program completers.

In closing, the Ed.S. Program at Coastal Carolina University is strongly committed to providing a rigorous curriculum that will provide practical hands-on learning experiences for candidates to prepare them to fill positions in district-level leadership. With the focus of our program on taking theory to practice and providing active problem-solving activities, we endeavor to make our candidates more ready to step into leadership roles upon graduation. Additionally, we think that the combined strength of these assessments and the College's Conceptual Framework Outcomes, Performance Standards for South Carolina Principals and data collection system will ultimately bring about better candidates who are ready to take on today's challenging accountability environment and address the complex problems facing district or building-level leaders.

Appendix 1

Field Experience and Internship Diversity Placement Information Form
(Use during **BOTH** internship placements)

Ed.S. in EDUCATIONAL LEADERSHIP PROGRAM

SPADONI COLLEGE OF EDUCATION
COASTAL CAROLINA UNIVERSITY

Directions: *Fill out this form and enter the data into LiveText in the assignment area for the appropriate placement. When complete, submit a note to your university supervisor through the Blackboard assignment section.*

Candidate Name:

CCU ID:

Semester/Year:

Course Name and Number:

School/Department/Division/District Name:

School Address:

City: State: Zip:

Supervisor's Name:

University Supervisor's Name:

School or District Diversity: Please indicate approximate **PERCENTAGE (%)** for **each** category.

Gender: _____ Male _____ Female

Ethnic/Racial Group:
_____ American Indian or Alaskan Native
_____ Asian
_____ Black, Non-Hispanic
_____ Native Hawaiian or Other Pacific Islander
_____ Hispanic
_____ White, Non-Hispanic

Percentage of students receiving free/reduced price lunch: _____

English Language Learners: _____
Students with Disabilities and 504 Plans: _____