Proposed Teacher Leader Endorsement

Submission Guidelines

Ohio Program Standards  2009
Grades P-12

Proposed:

The Teacher Leader Endorsement shall be issued to an individual who has successfully completed four years of teaching experience, holds a master's degree, and has met the program standards; who is deemed to be of good moral character; and who has been recommended by the dean or head of teacher education at an institution approved to prepare teachers in Ohio. The endorsement may be added to a professional teacher license.
Ohio Program Submission Guidelines
for
Teacher Leader Endorsement

Introduction

We wish to acknowledge the following individuals who served on the Advisory Committee representing teacher preparation institutions of higher education and educators from school districts in the state of Ohio:

Marianna Arvidson  Canton City Schools
Nancy Baird  Notre Dame College
Anne Bauer  University of Cincinnati
Bonnie Beach  Ohio Dominican University
Robert Beebe  Youngstown State University
Amy Biggs  Mount Vernon Nazarene University
Larry Burgess  Ohio University
Laurel Chapman  Cleveland Heights-University Heights District
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Grant Hambright  Wright State University
Barbara Hansen  Muskingum College
Karen Herrington  University of Akron
Diana Hawkins  Canton City Schools
Cathy Kinnucan-Welsch  University of Dayton
Lucinda Leugers  Urbana University
Sally Mascia  Cleveland State University
Melanie McGue  Columbus City Schools
Julie McIntosh  University of Findlay
Shelley Miller  West Clermont Local Schools
Linda Morrow  Muskingum College
Bob Osgood  Muskingum College
Ruth Oswald  University of Akron
Linda Rerucha  Toledo Public Schools
Jay Parks  College of Mt. Saint Joseph
Cathy Rosemary  John Carroll University
Rebecca Schneider  University of Toledo
Ann Shelly  Ashland University
Bill Shriver  Educator Standards Board
Edna Thomas  Columbus City Schools
Nancy Varian  Malone College
Anita Varrati  Kent State University
Pam Williamson  University of Cincinnati
Ted Zigler  Ohio Association of Secondary School Administrators
We wish to acknowledge the following individuals from the Ohio Department of Education who served on the Advisory Committee:

Cynthia Yoder  Executive Director, Office of Educator Quality
Carol King  Office of Educator Preparation
Deborah Miller  Office of Educator Quality
Judith Monseur  Office of Educator Quality
Julia Simmerer  Director, Educator Standards Board

Performance-based standards
Ohio requires performance-based programs and program reports which must include candidate performance assessments. A description of the assessments used for candidate preparation should include:

- the program’s planned, purposeful, and continuing evaluation of candidate proficiencies
- use of multiple measures to capture various proficiencies of candidates
- actions by the program to set performance levels and judge accomplishments of candidates
- efforts to assure validity and reliability of the assessments
- the manner in which results of assessments are used to evaluate and improve the program and candidate performance

Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate’s progression through a program. A multiple measures approach may include, but is not limited to, such formats as observations, use of work samples, analytic work, reflections, demonstrations, standardized test results, scoring rubrics, problem-solving activities, field assessments of performance, self-evaluations, portfolio assessment, action research, projects, simulations, case studies, etc. In addition, there must be rubrics or criteria that describe levels of performance by which the program assessments judge candidates’ performance.

The standards will be assessed holistically, and mastery of every element related to each standard is not required; however, program reports must provide adequate evidence of the proficiency of the standards. It is important that the evidence presented includes information that focuses directly on the standards.

The following suggestions are provided for preparation of the report:

1. Make the report accessible for the readers. Reviewers have limited time, and time is not effectively spent trying to find evidence scattered through a report.
2. Include descriptive information on any standardized tests, such as title, scope, congruence with the content preparation standards and passing scores.
3. Use charts and graphs wherever possible as a way to summarize information effectively.
4. Number all pages consecutively.
5. Provide explicit page references to specify examples to which reviewers should refer for particular standards.
Submit the following: (For electronic submissions one (1) copy; for mail submission, four (4) unbound copies. Number all pages consecutively, including appendices.)

OEP Program Cover Sheet signed by dean or head of teacher education. (This form is available at: http://www.education.ohio.gov, search keywords: OEP Program Cover sheet.) Please indicate required level (undergraduate, post-baccalaureate, and/or graduate level). Programs will not be processed without an appropriately signed form.

Completed ODE Teacher Leader Endorsement program report
  • Organize the report around the areas listed in the report.

For electronic submission: send 1 copy of the program submission documents with an electronic or faxed copy of the OEP Program Cover Sheet to your consultant. If you do not know who your consultant is, please call the office number listed below.

For submission by mail, send 4 unbound copies of the program submission documents with a copy of the OEP Cover Sheet to:

Office of Educator Preparation
Ohio Department of Education
25 South Front Street, Mail Stop 502
Columbus, OH 43215-4183
(614) 752-9447 (Office) (614) 752-8406 (Fax)
Program Report for the
Teacher Leader Endorsement
(Ohio Program Standards)
Grades P-12
Ohio Department of Education
Office of Educator Preparation

(Also attach OEP Program Cover Sheet)

Institution: The Ohio State University State: Ohio
Date submitted: September, 2012
Name of Preparer: Belinda Gimbert
Phone #: 614-247-8814 Email: gimbert.1@osu.edu

Is this program offered at more than one site? No
If yes, list the sites at which the program is offered:

Program Type: (check one)
X New Program
Continuing Program

For programs that received a Not State Approved report status (check one):
First Response Not Applicable – is a NEW Program
Second Response

State licensure requirement:
ODE requires 80% of the program completers who have taken the licensure test(s) [e.g., Praxis II PLT and Praxis II subject assessment test (formerly known as content and specialty area)] must pass licensure tests. Test information and data must be reported in Section III. Are data included in this review for Praxis II PLT and subject assessment licensure tests:

1) Praxis II PLT: Yes No X Not Applicable

2) Praxis II subject assessment test: Yes No X Not Applicable
GENERAL DIRECTIONS

To complete a program report, institutions must provide evidence of meeting Ohio Teacher Leader Endorsement standards based on data from 4 to 6 assessments. In their entirety, the assessment tools, assessment rubrics, and data required for submission in this report will answer the following questions:

- Do candidates meet state licensure requirements?
- Do candidates understand teaching and learning and can they plan their teaching or fulfill other professional education responsibilities?
- Can candidates apply their knowledge in learning environments?
- Do candidates focus on student learning?

To that end, the program report form includes the following sections:

Section I. Context (3-page maximum narrative, plus four attachments not to exceed 5 pages each)
Provide general information on the program as specified by the directions for this section. Include a program of study. (If this is a new program submission, the program of study may be “proposed.”)

Section II. List of Assessments
Indicate the name, type, and administration point for each of the 4 - 6 assessments documented in this report. (Note that Section IV of the report form lists examples of assessments that may be appropriate for each type of assessment that must be documented in the program report.) Assessments listed in Section II are to be noted by number in the check boxes in the 2nd column of Section III.

Section III. Relationship of Assessments to Standards (completion of chart)
Using the chart included in this report form, indicate which of the assessments listed in Section II provide evidence of meeting specific program standards.

Section IV. Evidence for Meeting Standards (attachments of assessment tools, rubrics or scoring guides/criteria, and data tables plus a 2-page maximum narrative for each of the 4-6 assessments)
Attach assessment documentation plus a narrative statement for each assessment as specified by the directions for this section. Three years worth of data are required, unless otherwise noted. (If this is a new program submission, the requirement for three years worth of data is waived.)

Section V. Use of Assessment Results to Improve Candidate and Program Performance (3-page maximum narrative)
Describe how faculty are using data from assessments to improve candidate performance and the program as it relates to content, pedagogical and professional knowledge, skills, dispositions, and student learning. (If this is a new program submission, describe the process by which faculty will review and use data.)
Section VI. For Response Reports Only
Describe what changes or additions have been made in the report to address the standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made.

Format and page limits for narrative sections and attachments:
Narrative: Sections I, IV, and V include narrative sections based on specific directions and page limits. Page limits are based on single-spaced text using 12-point type.

Attachments: Sections I and IV include attachments. In general, attachments should be no longer than the equivalent of five text pages.

⇒ ODE staff may require institutions to revise reports that do not follow directions on format and page limits. In addition, hyperlinks imbedded in report documentation will not be read by reviewers and cannot be used as a means of providing additional information.

Specific Instructions for Teacher Leader Endorsement Program Reports

Who Should Submit Program Reports:
Institutions submit program reports under the signature of the unit head (a dean of a school or chair of a department). For continuing programs, institutions should submit programs twelve to eighteen months prior to an on-site accreditation visit, or earlier if a new program. Use the OEP Program Cover Sheet.

Licensure Rule 3301-24-05 (E) (16) Tentative language
The Teacher Leader Endorsement shall be issued to an individual who has successfully completed four years of teaching experience, holds a master’s degree, and has met the program standards; who is deemed to be of good moral character; and who has been recommended by the dean or head of teacher education at an institution approved to prepare teachers in Ohio. The endorsement may be added to a professional teacher license.

Additional Requirements: Tentative language
Pre-K – Grade 12 Teacher Leader Endorsement candidates must successfully complete a practicum experience which will provide opportunities to demonstrate the knowledge, skills, and dispositions described in the Ohio Standards for the Teaching Profession at the distinguished level. The practicum will be supervised and evaluated by an individual who serves in a leadership capacity at the school site.

State Standards:
On October 11, 2005 the State Board of Education accepted the recommendation of the Educator Standards Board and adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at http://www.education.ohio.gov
ODE Approval Decision Rules:
In order to gain ODE approval, programs must successfully meet all five Teacher Leader Endorsement standards. If one or more of the standards are not met, the program will NOT be approved. In order to be approved, a program must meet a preponderance of the elements for each standard; however, not all elements within a standard need to be addressed to meet each standard. Program reports are reviewed by ODE selected reviewers and approved on a rotating cycle that coincides with the institution’s NCATE or TEAC on-site accreditation visit. Programs are reviewed twelve to eighteen months before an institution’s on-site accreditation visit.

New programs must successfully meet all five standards; however, sections IV and V of the program report may be modified (see language pertaining to new programs in sections IV and V on previous page). If new programs are approved, they will receive 3 years of conditional approval, during which time data will be collected to address sections IV and V of the program report. The program, in its entirety, will need to be re-submitted at the end of the conditional approval period.
Other specific information required:

ATTACHMENTS:
Attachment A – Teacher Leader Endorsement Candidate Information
Attachment B - Full-Time Faculty Information
Attachment C - Part-Time Faculty and Adjunct Faculty Information
Attachment D – Program of Study

ODE does not suggest the use of course grades as one of the key assessments:
If course grades and/or GPA are used as a “key assessment,” it should be clearly demonstrated how the grades and/or GPA are directly reflective of the program standards.

SECTION I—CONTEXT

Provide the following contextual information:
1. Description of any institutional policies that may influence the application of the standards.
2. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the courses accepted by the program.
3. Description of the field experiences required for the program, including the number of hours required.
4. Description of the relationship of the program to the unit’s NCATE conceptual framework or TEAC claims.
5. Indication of whether the program has a unique set of program assessments and the relationship of the program’s assessments to the unit’s assessment system.
6. Indicate the institution’s commitment to the Teacher Leader Endorsement Program.
7. A narrative of how the teacher candidates’ demonstrate knowledge of the Teacher Leader Endorsement standards. (Section I – Context: ATTACHED at end of Submission)

Attach the following contextual information:
1. Chart with the number of candidates and completers either by academic year (fall through summer) or cohort (Attachment A at end of this report).
2. Charts on program faculty expertise and experience (Attachments B and C at end of this report).
3. A program of study (POS) that outlines the courses and any experiences required for all candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a program advisement sheet.) (Attachment D at the end of this report)

1 Remember this report will be used as evidence in a national accreditation visit and should be written with a national audience in mind.
2 The response should describe the program’s philosophy and indicate how it reflects the unit’s NCATE conceptual framework or TEAC claims.
3 This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will use for national accreditation standards, e.g., what are the linkages between licensure program and the overarching unit.
### SECTION II—LIST OF ASSESSMENTS

In this section, list the 4 to 6 key assessment tools that are being submitted as evidence for meeting the standards. All programs must provide evidence of a minimum of 4 assessments (2 additional assessments are optional). For each assessment, indicate the type or form of the assessment and when it is administered in the program.

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment of the candidate’s skill in evidenced-based principles of effective leadership and teacher learning. [<strong>Required</strong>]</td>
<td>A. Students will complete a case study and data analysis of a school and identify areas for professional development. They will then design a research-driven professional development plan with clear goals and outcome measures, and a plan for sustainability. B. For their final exam, students will be given a case study and will be expected to apply major themes of the course to develop a solution strategy and predict possible unintended consequences.</td>
<td>Field experience project for 7350 Final exam for 6350</td>
</tr>
<tr>
<td>2. Assessment of the candidate’s use of data-based decisions and evidence-based practice. [<strong>Required</strong>]</td>
<td>A. Students will identify problems of practice and create a plan for a master schedule using a provided case study. B. In order to become experts in Formative Instructional Practice, which</td>
<td>Portfolio entry for 7350 Class assignments in 8421</td>
</tr>
</tbody>
</table>

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2 Identify assessments by title used in the programs; refer to Section IV for further information on appropriate assessments to include.

3 Identify the type of assessments (e.g., essay, case study, project, comprehensive exam, reflection, portfolio, action research).

4 Indicate the point in the program when the assessment is administered (e.g., admission to the program, half-way through the program, required courses [specify course title and numbers], or completion of the program).
<table>
<thead>
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<th>When the Assessment Is Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Assessment of the candidates’ ability to facilitate a collaborative learning culture. <strong>[Required]</strong></td>
<td>includes data-based decision making in the classroom, students will perform assessment audits, create test blueprints and rubrics and deconstruct standards</td>
<td>Field experience project for 6350</td>
</tr>
<tr>
<td>4 Assessment of candidate’s ability to promote and support professional learning and improved practice. <strong>[Required]</strong></td>
<td>3. Students will complete a culture and climate analysis of their school and will be expected to develop a plan to improve the climate of the school; 4. (also see 1A) Professional Development Plan asks students to create a PD plan with outcome measures and goals</td>
<td>Field experience project for 7350</td>
</tr>
<tr>
<td>5 Additional assessment that addresses Ohio Teacher Leader Endorsement standards. <strong>[Optional]</strong> Teacher leader standard 4: Candidates participate in developing and supporting a shared vision and clear goals for their schools.</td>
<td>5. Interview an outstanding teacher leader: Asks students to obtain background information about the school and draw on the social-systems model to develop interview questions. Students then ask teacher leaders about implementing collaborative practices to support a shared vision or goal</td>
<td>Field experience option for 6350</td>
</tr>
<tr>
<td>6 Additional assessment that addresses Ohio Teacher Leader Endorsement standards. <strong>[Optional]</strong> Teacher leader standard 3.2: Candidates nurture open and effective lines of communication with students, parents, other educators, and the community through professional learning communities.</td>
<td>6. Community Outreach Audit: Students will demonstrate their ability to connect with parents by conducting an audit of the communications sent to the community or to parents and the success of the strategic plan in the district. This experience will require interviews with school leaders and an extensive survey</td>
<td>Field experience for 8421</td>
</tr>
</tbody>
</table>
Teacher Leader Endorsement Standards

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each standard on the chart below, identify the assessment(s) in Section II that address the standard at the element level. One assessment may apply to multiple standards and elements.

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Teacher leader standard 1.6: Candidates assume leadership roles at the school, district, state or national levels and in professional organizations.</td>
<td>examination of district initiatives.</td>
<td>Professional Learning Plan 6350</td>
</tr>
</tbody>
</table>

Teacher Leader Endorsement Standards

APPLICABLE ASSESSMENTS FROM SECTION II

Standard 1.
Teacher Leader candidates know and demonstrate skill in evidenced-based principles of effective leadership and teacher learning.

1.1 Candidates articulate their knowledge of effective leadership to encourage high levels of performance for educators and students. #2B, 1B

1.2 Candidates demonstrate skill in managing the change process by assisting and supporting teacher learning through professional development. #1A

1.3 Candidates understand and apply strategies that assist adult learning and development. #1A

1.4 Candidates respect the diversity of the school staff; teachers, administrators, and other personnel. #3
<table>
<thead>
<tr>
<th>1.5 Candidates engage in reflective practice concerning leadership roles and responsibilities, and encourage reflective practice in others.</th>
<th>#7, 1A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6 Candidates assume leadership roles at the school, district, state or national levels and in professional organizations.</td>
<td>#7</td>
</tr>
<tr>
<td>1.7 Candidates facilitate the development of efficacy among other teachers in their school and district.</td>
<td>#1A</td>
</tr>
</tbody>
</table>
### Standard 2.
**Teacher Leader candidates promote the use of data-based decisions and evidence-based practice.**

<table>
<thead>
<tr>
<th>2.1 Candidates serve as building leaders in the development, implementation, and continuous improvement of a comprehensive, cohesive, and integrated school assessment plan grounded in multiple measures and data sources.</th>
<th>#1A, 2A, 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Candidates collaboratively analyze assessment data to plan and implement differentiated instruction to meet student needs.</td>
<td>#1A, 2B</td>
</tr>
<tr>
<td>2.3 Candidates lead collaborative efforts to develop high quality classroom assessments among grade-level and content-area teachers.</td>
<td>#2B</td>
</tr>
<tr>
<td>2.4 Candidates support teachers in responding to the intervention process by designing, implementing, and gathering appropriate data and evidence.</td>
<td>#1A, 2B</td>
</tr>
<tr>
<td>2.5 Candidates identify resources (including instructional technology) and research-based strategies to support the assess-plan-teach-reassess cycle.</td>
<td>#2B,</td>
</tr>
</tbody>
</table>

### Standard 3.
**Teacher Leader candidates facilitate a collaborative learning culture.**

<table>
<thead>
<tr>
<th>3.1 Candidates coach and model collaborative efforts to share knowledge and demonstrate interdisciplinary instruction among teachers.</th>
<th>#2B</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Candidates nurture open and effective lines of communication with students, parents, other educators, administrators, and the community through professional learning communities.</td>
<td>#6</td>
</tr>
<tr>
<td>3.3 Candidates work with stakeholders to identify appropriate resources for enhancing collaboration.</td>
<td>#6</td>
</tr>
<tr>
<td>3.4 Candidates facilitate collaborative professional learning activities for educators, families, and the community.</td>
<td>#6</td>
</tr>
</tbody>
</table>
### Standard 4.
**Teacher Leader candidates participate in developing and supporting a shared vision and clear goals for their schools.**

| 4.1 Candidates participate in developing a shared vision for short-term and long term goals for ongoing school reform, and continuous improvement. | #1A, 3 |
| 4.2 Candidates advocate for and initiate increased opportunities for teamwork to promote and support student achievement and other school goals. | #1A, 3 |
| 4.3 Candidates participate in designing practices and structures that create and maintain an effective learning culture. | #3 |
| 4.4 Candidates support other school leadership team members in advocating and communicating the school's vision and goals. | #5, 7 |

### Standard 5.
**Teacher Leader candidates promote and model ongoing professional learning and improved practice within a learning community.**

| 5.1 Candidates use their knowledge of professional standards, including the Standards for Ohio Educators to support teachers' professional growth. | #4 |
| 5.2 Candidates work effectively with individuals and groups of teachers by demonstrating the skills and competencies needed to teach adult learners. | #4 |
| 5.3 Candidates demonstrate skills in serving as mentors and coaches to others. | #4 |
| 5.4 Candidates develop, implement, and evaluate professional development activities for teachers. | #4 |
| 5.5 Candidates engage in activities that promote reflective practices in others. | #4, 7 |
| 5.6 Candidates model professional, ethical behavior and expect it from others. | #7 |
SECTION IV—EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 4 to 6 key assessment tools and rubrics listed in Section II must be documented and discussed in Section IV. The assessments must be those that all Teacher Leader Endorsement candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. In the description of each assessment below, potential assessments that would be appropriate have been recommended. Assessments have been organized into the following three areas that are addressed in NCATE’s unit Standard 1 and TEAC’s Quality Principle 1.

- Content knowledge
- Pedagogical and professional knowledge, skills, and dispositions
- Focus on student learning

For each assessment tool, the evidence for meeting standards should include the following information:

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standard(s) it is cited for in Section III;
3. A brief analysis of the data findings;
4. An interpretation of how the data provides evidence for meeting standards; and
5. Attachment of assessment documentation, including:
   (a) the assessment tool or description of the assignment;
   (b) the scoring guide (or rubric) for the assessment; and
   (c) three years worth of candidate data derived from the assessments (disaggregated by year or cohort group).

The narrative section for each assessment (1-4 above) is limited to two text pages. It is preferred that each attachment for a specific assessment (5a-c above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond 5 pages.

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7 Three years worth of data are required for each assessment unless assessments have recently changed. If assessment tools have changed, prior tools and data should be reported and a brief explanation of why the assessment tools were changed.
#1 (Required) Assessment of the candidate’s skill in evidence-based principles of effective leadership and teacher learning. Examples of appropriate assessments include comprehensive examinations, individual reports, case studies, action research, portfolio projects, and self-assessments.

1. There are two assignments that address this standard. First, the students will be required to complete a case study and data analysis of a school and identify areas for professional development. The students will be expected to develop options to correct a problem or address an issue for a building/principal, and their plan will include outcome measures and a plan for sustainability. This would be much like being an outside consulting group for the principal. The second assignment that addresses this standard is a final exam, where students will be asked to develop a solution strategy and predict unintended consequences for a case study they are given.

2. The professional development plan will require students to practice the leadership and collaboration skills taught. The final exam essay will also require students to demonstrate the leadership and collaboration skills they have learned in the courses. That is illustrated in the Standards in Section III.

3. New Program – no data as yet.

4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement—which we will be doing.

5. The assessments are combined as an attachment.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

#2 (Required) Assessment of the candidate's use of data-based decisions and evidence-based practices. Examples of assessments include comprehensive examinations, research based strategies, data-related projects.

1. The professional development plan requires students to do a in-depth case study and data analysis to identify a problem of practice. They will also be asked to do several classroom assessments where they will demonstrate their understanding of formative instructional practice, which by definition requires them to use data to inform instruction. They will perform assessment audits, create test blueprints and rubrics, and will deconstruct Common Core standards.

2. These assessments require students to demonstrate a deep understanding of formative instructional practice and effective data collection and analysis skills taught in the courses. Looking at data is a key part of school improvement/teaching improvement. That is illustrated in the Standards in Section III.

3. New Program – no data as yet.

4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement—which we will be doing.

5. The assessments are combined as an attachment.

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8 For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.
### #3 (Required) Assessment of candidate’s ability to facilitate a collaborative learning culture.
Examples of assessments include evaluations of practicum projects, case studies, portfolio tasks, action research, and follow-up studies.

1. The candidate will perform a culture and climate analysis of a school and will be expected to develop a plan to improve school climate.
2. This is an action project embedded in the school, utilizing the skills taught, allowing for a “practice field” for such leadership and collaboration skills. That is illustrated in the Standards in Section III.
3. New Program – no data as yet.
4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement---which we will be doing.
5. The assessments are combined as an attachment.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

### #4 (Required) Assessment of candidate’s ability to promote and support professional learning and improved practice.
Examples of assessments include evaluations of practicum experiences, mentoring activities, portfolio tasks, action research, and follow-up studies.

1. The professional development plan requires candidates to create a professional development plan with clear outcome measures to ensure improved practice.
2. This performance-based project requires candidates to demonstrate a deep understanding of the principles of adult learning and to apply those principles to ensure a professional development plan is outcome-based and sustainable. Deciding what to examine, discuss, and talk about, as well as understanding data, are all a key part of school improvement/teaching improvement. That is illustrated in the Standards in Section III.
3. New Program – no data as yet.
4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement---which we will be doing.
5. The assessments are combined as an attachment.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

### #5 Teacher leader standard 4: Candidates participate in developing and supporting a shared vision and clear goals for their schools.
Examples of assessments include evaluations of practicum experiences, mentoring activities, portfolio tasks, action research, and follow-up studies.

1. The candidate will interview a distinguished teacher leader. S/he will need to obtain background information about the school and draw on the social-systems model to develop interview questions. The candidate will ask the teacher leader about implementing collaborative practices to support a shared vision or goal.
2. This project provides vicarious experience, which develops efficacy in the candidates, as they learn about other practices of exemplary teacher leaders. That is illustrated in the Standards in Section III.
3. New Program – no data as yet.
4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement—which we will be doing.
5. The assessments are combined as an attachment.
Provide assessment information (items 1-5) as outlined in the directions for Section IV

### #6 Teacher leader standard 3.2: Candidates nurture open and effective lines of communication with students, parent, other educators, and the community through professional learning communities.
Examples of assessments include evaluations of practicum experiences, mentoring activities, portfolio tasks, action research, and follow-up studies.

1. The candidate, through the community outreach audit, will demonstrate an ability to connect with parents by conducting an audit of the communications sent to the community or to parents and the success of the strategic plan for parent and community engagement in a school district.
2. This is a performance-based project embedded in the school, utilizing the skills taught, allowing for a “practice field” for such mentoring and coaching skills. Deciding what to examine, discuss, and talk about, as well as understanding data, are all a key part of school improvement/teaching improvement. That is illustrated in the Standards in Section III.
3. New Program – no data as yet.
4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement—which we will be doing.
5. The assessments are combined as an attachment.
Provide assessment information (items 1-5) as outlined in the directions for Section IV

### #7 Teacher leader standard 1.6: Candidates assume leadership roles at the school, district, state or national levels and in professional organizations.
Examples of assessments include evaluations of practicum experiences, mentoring activities, portfolio tasks, action research, and follow-up studies.

1. The professional learning plan requires candidates to create short and long term goals for their own professional development and to identify professional organizations and other opportunities to become involved in their profession.
2. This project requires students to be reflective about their weaknesses and create action plans that will help ensure continued professional development. That is illustrated in the Standards in Section III.
3. New Program – no data as yet.
4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement—which we will be doing.
5. The assessments are combined as an attachment.
Provide assessment information (items 1-5) as outlined in the directions for Section IV
SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. Give a timeline for this process. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty’s interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty members have taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

This is a NEW Program:

Proposed Use of Data – Since this is a new program, the instructors will constantly review the feedback and data from the assessments, daily work, and projects in the field. Feedback from those in the field will be used for improvements to ensure that our concepts and curriculum are Best Practice and current/relevant. At the end of each course, students will offer feedback as to the instruction, the topics, the projects and to the readings. This review will also take place at the end of the sequence of the 3 courses. Review: 1) by the students 2) by the instructors 3) by those in the field working with our projects and 4) frequent interplay between all three parties for maximum input.

SECTION VI—For Response Reports Only

Describe what changes or additions have been made in the report to address the standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made.

-WAIVED- This is a NEW Program
ATTACHMENT A
Teacher Leader Endorsement Candidate Information

**Directions:** Use this table as an example to provide three years of data on candidates enrolled in the program and completing the program (program completers), beginning with the most recent academic year (or cohort group) for which numbers and assessment data have been tabulated. Data must also be reported separately for programs offered at multiple sites or if one site, you may use one table. Update and define academic years (column 1) as appropriate for your data span. Create additional tables as necessary. Data may be aggregated and disaggregated by program level (i.e., Undergraduate, Post Baccalaureate, Graduate).

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers&lt;sup&gt;9&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>None yet – will be enrolled during the 2012-2013 academic year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Cohort #1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>NEW Program</strong></td>
<td></td>
</tr>
</tbody>
</table>

<sup>9</sup> ODE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.
**ATTACHMENT B**

**Full-Time Faculty Information**

**Directions:** Include a chart like the example shown below that includes all the information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University</th>
<th>Assignment: Indicate the role of the faculty member</th>
<th>Faculty Rank</th>
<th>Tenure Track (Yes/No)</th>
<th>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</th>
<th>Teaching or other professional experience in P-12 schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belinda Gimbert</td>
<td>Ph.D. The Pennsylvania State University, Curriculum and Supervision, Educational change and reform</td>
<td>Instructor</td>
<td>Associate Professor</td>
<td>Yes</td>
<td>See below 15 years 7-12 mathematics teacher; 6 years as administrator at Newport News Public Schools, VA; 6 years at OSU as faculty in Educational Administration</td>
<td></td>
</tr>
<tr>
<td>Anika Ball Anthony</td>
<td>Ph.D. University of Michigan, Learning Technologies</td>
<td>Instructor</td>
<td>Assistant Professor</td>
<td>Yes</td>
<td>Multiple presentations and publications; grant work</td>
<td></td>
</tr>
</tbody>
</table>

---

10 e.g., PhD in Teacher Education  
11 e.g., faculty, clinical supervisor, department chair, administrator  
12 e.g., professor, associate professor, assistant professor, adjunct professor, instructor  
13 **Scholarship** is defined as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation.  
14 **Service** includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit’s mission.  
15 e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program  
16 Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.
Belinda G. Gimbert
Publications 2011-2012


Hanna, Patricia & Gimbert, Belinda (Spring, 2012). Falling Flat: Certification as an Insufficient Indicator of Teacher Quality. Journal of National Association for Alternative Certification (6) 2, 32-51.


Evaluations Reports 2011-2012


Total Grant Funds Received at OSU
Principal Investigator = $19,975,410
Co-Principal Investigator = $12,900,000
TOTAL = $32,875,410

Principal Investigator, The Ohio State University KNOTiT 3.0: Mobilizing National Educator Talent (m-NET) Transition To Teaching Project (October, 2011-September, 2016). Teacher Quality Grant, Office of Innovation and School Improvement, $10.8 million, No Child Left Behind (2001) US DOE Grant

Principal Investigator, The Ohio State University, Ohio Teacher Evaluation System, April 2012-September 30, 2012. Ohio Department of Education, $60,000.

Principal Investigator, The Ohio State University, Evaluation for School Improvement Grant (ODE), School Improvement Grant 2011-2014, $150,000.


Principal Investigator, The Ohio State University KNOT Transition To Teaching Project (2007-2012). Teacher Quality Grant, Office of Innovation and School Improvement, $6.8 million, No Child Left Behind (2001) US DOE Grant

Co-Principal Investigator, The Ohio State University project ASPIRE Teacher Quality Partnership Transition To Teaching Project (2009-2014). Office of Innovation and School Improvement, $12.9 million, US DOE Grant

Anika Ball Anthony
Publications 2011-2012


**Technical Reports**


**PRESENTATIONS**

**Peer-reviewed Presentations**


ATTACHMENT C
Part-Time Faculty and Adjunct Faculty Information

Directions: Include a chart like the example shown below that includes all the information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University</th>
<th>Assignment: Indicate the role of the faculty member</th>
<th>Faculty Rank</th>
<th>Tenure Track (Yes/No)</th>
<th>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</th>
<th>Teaching or other professional experience in P-12 schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Riegel</td>
<td>Ph.D. Ed Policy &amp; Leadership The Ohio State University</td>
<td>Instructor</td>
<td>Instructor</td>
<td>No</td>
<td>Multiple presentations and publications; grant work</td>
<td>9 years as Teacher; 2 years in administration</td>
</tr>
</tbody>
</table>

Academic publications:

Academic presentations:

---

10 e.g., PhD in Teacher Education
11 e.g., faculty, clinical supervisor, department chair, administrator
12 e.g., professor, associate professor, assistant professor, adjunct professor, instructor
13 Scholarship is defined as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation.
14 Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit’s mission.
15 e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program
16 Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.


Riegel, L. (May 2011). Investigating the relationship between academic optimism and conceptualization of mentoring: study results. Presented to faculty and students at the Education and Human Ecology Research Roundtables, The Ohio State University, Columbus, Ohio.


Riegel, L. (March 2011) A research plan to investigate the relationship between academic optimism and conceptualization of mentoring. Presented at the Hayes Graduate Research Forum, The Ohio State University, Columbus, Ohio.

Riegel, L. (February 2011). Leaders of quality for beginning teachers: Investigating components necessary to enhance student learning. Served on a panel to report the work of this commission with Drs. Belinda Gimbert, Martha Young, Cynthia Carver, Michelle Abrego at the Association of Teacher Educators Conference. Orlando, Florida.


Research Grants:

Investigating Constituent Values and School Policy, Education and Human Ecology SEED Grant, The Ohio State University, Jan. 2009-Feb. 2010. PI, Dr. Ann Allen

The ASPIRE Project, federally funded five year school improvement grant. Required collaboration among The Ohio State University’s Teaching and Learning Department and Educational Policy and Leadership Department, the Ohio Department of Education, Columbus City Schools and other educational entities for the purpose of redesigning the university’s pre-baccalaureate teaching program and designing a residency program to serve as a model for the state of Ohio, PIs: Drs. Sandra Stroot, Belinda Gimbert, and Rebecca Kantor
KNOTiT, federally funded multi-year grant aimed to create new pathways to alternative licensure for teachers in Kansas, Nevada, Ohio, Tennessee and Texas. PI, Dr. Belinda Gimbert

M-Net, the next generation of the KNOTiT Project. PI, Dr. Belinda Gimbert

The Tomorrow Center, Ohio Department of Education three-year school improvement grant. Provided professional development and training on Formative Instructional Practice and the Common Core curriculum. PI, Dr. Belinda Gimbert

Research:


Teacher Leader Endorsement Project

Section I – Context

1. There are no institutional policies that will cause the program to stray from the standards.

2. **The criteria for admission are standard:** 4 years of successful teaching, recommendation from the school district, and have a Masters Degree at the time of application for the endorsement. This means that the standard criteria for admission to the Graduate School at OSU must be met if an applicant commences a masters degree program concurrently with completing the course requirements to meet the Teacher Leader Endorsement: a minimum 3.0 undergraduate GPA for admission to our programs. In relation to grades, a candidate must complete the Teacher Leader Endorsement program with an overall GPA of 3.0 with no grade lower than a C in any of the courses.

3. The field experience will be evident in all three courses, so it is woven throughout the program. In each course, the assessment examines a field-based project: group project developing solutions for problems in schools, interviewing school leaders, and a community outreach audit.

4. The successful completion of the NCATE accreditation process at The Ohio State University aligns with the Teacher Leader Endorsement program. The following is from the NCATE Report by The Ohio State University:

   The vision of The Ohio State University Educator Preparation Unit is to produce the best educators in the nation and throughout the world who have the passion, efficacy and expertise for educating all P-12 school age and demographic groups. The unit has three areas of focus: knowledge, skills, and dispositions. These areas align with the Ohio Teacher Leader Endorsement Standards.

   **Knowledge:** The Ohio State University Educator Preparation Unit strives to provide candidates with a solid foundation of content and to illicit an urgency to possess a firm understanding of professional, pedagogical content and pedagogical knowledge and the development and use of theory, research, the wisdom of practice and education policies to inform and enhance their own professional practices and the learning and practices of others. This aligns to Ohio’s Teacher Leader Endorsement Standard 1: Candidates know and demonstrate skill in evidence-based principles of effective leadership and teacher learning.

   **Skills:** The Ohio State University Educator Preparation Unit prepares candidates to be reflective practitioners who are creative and critical thinkers and who are effective communicators and collaborative. Candidates are prepared to be active participants in partnerships with the broader community in terms of economical development,
democratic citizenship, and ethical practices. These aims align to the Ohio Teacher Leader Endorsement Standard 2: Candidates know and demonstrate skill in evidence-based principles of effective leadership and teacher learning and Standard 3: Candidates facilitate a collaborative learning culture.

Dispositions: The Ohio State University develops an appreciation in their candidates for diversity and the worth of individuals, cultures, backgrounds, ideas and philosophies, across all ethnicities, genders, disabilities, socioeconomic levels and other characteristics. Further, candidates are expected to show evidence that they value academic emphasis and rigor, and to build a strong sense of efficacy through field-based experiences. This aligns to the Ohio Teacher Leader Endorsement Standard 4: Candidates participate in developing and supporting a shared vision and clear goals for their schools, and Standard 5: Candidates promote and model ongoing professional learning and improved practice within a learning community.

5. Teacher Leader Endorsement assessments are not unique to the Unit, as they are heavily embedded in the field, and not simply grades or a reflection of on-campus work. This is similar to the strength of the program at The Ohio State University, with a heavy investment in time in schools. The assessments are key, as they require students to apply theory into practice.

6. The College of Education and Human Ecology has provided access to blended learning resources, and physical space as required, and will admit non-degree seeking students.

7. The candidates will demonstrate knowledge of the standards by doing projects in the field in which observers and instructors can see evidence of learning by the candidates. So unlike many other indicators of knowledge of standards, the evidence will be seeing the application and use of methods that indicate knowledge, understanding, and application of the standards. Students will create materials and assignments they can adapt to be useful in practice.

The contextual information is attached at the end of the Submission
Attachment A – Number of candidates
Attachment B, C – Faculty Information
Attachment D – Program of Study
ATTACHMENT D – Course of Study –

Course ONE Title: Introduction to Educational Administration

Overview of Course:
This course is designed for Master of Arts, licensure, and/or teacher leader endorsement students concentrating their studies in K-12 educational leadership. It examines conceptual foundations of educational leadership and administration with the aim of using theory and research to solve problems of practice. The focus of this course is on the school as a social system with special emphasis on structure, motivation, school culture, organizational climate, politics, decision making, leadership, and quality outcomes. The class will include discussion and analysis of cases, examination of experiences in schools, and the application of theory to practice. Our goal is to go beyond simply participating in these activities and use experiences together with relevant theory and research to expand your understanding of school organizations.

Course Objectives and Learning Outcomes:
Guiding Questions
1. What is the nature of the school as a social system? What are the critical elements of the school social system? How do these elements affect each other?
2. How are schools deemed “effective”? What is the intended and unintended impact of accountability on schools? What are the forces that impede effective classroom instruction?
3. What kind of school structures enables teachers to be effective? How can structure be a positive force in teaching and learning? What are the negative consequences of structure? How can they be avoided?
4. What are the basic principles of motivation? How do you use them to motivate students and teachers?
5. What is the nature of the culture and climate of your school? How do you measure school climate? How do you improve it?
6. How can school leaders empower teachers? How does one make power legitimate in the school? To what extent is school politics dysfunctional to the operation of the school? What are the political games and tactics that face administrators and teachers? How can the administrator avoid destructive school politics?
7. How can school leaders support teachers’ professional growth?
8. What models of decision making are most useful to school leadership? To what extent can school decision making be rational? What are the forces that impede rational decision making? What kinds of decisions are “good enough?” When and how should you involve teachers in important school decisions?

Toward this end, students will learn the appropriate knowledge, dispositions, and performances that guide educational administration practices in the U.S. as indicated in the integrated Educational Leadership Constituent Council (ELCC) and Interstate School Leaders Licensure Consortium (ISLLC) Standards and the Ohio Teacher Leader Endorsement Standards.

This course addresses the knowledge, dispositions, and performances found in Standards 2 and 3 of the Standards for Advanced Programs for Educational Leaders. Specifically, student will:
- Have the knowledge and ability to promote the success of students by promoting a positive school climate.
- Demonstrate an ability to collect, analyzing, and use data to make decisions to improve the climate and culture of the school.
- Demonstrate a mindful approach to decision making based upon the application of relevant theory and research.
- Have the knowledge and ability to promote the success of all students by managing the organization in a way that promotes a safe, efficient, and effective learning environment.
- Reflect on their leadership style and its strengths and weaknesses.
- Participate in problem-based learning activities within which students demonstrate respect for the rights of others and engage in honest, collegial interactions.
- Demonstrate the ability to use contemporary motivation principles to improve the performance of teachers and students.
- Demonstrate the inclusion of others in a participatory model of leadership that promotes student learning and teacher productivity.
- Produce entries for an administrative or teacher leader portfolio that document knowledge, skills, and dispositions associated with the preceding objectives.

Alignment to Teacher Leader and ISLLC Standards:
This course addresses ISLCC Standard 2.1, 3.1 and Teacher Leader Endorsement Standards 1 and Standard 5.

Assessments:
- Formative Assessments throughout the semester
- Professional Learning Plan
- Field Experience Project: Culture and Climate Analysis and Outstanding Teacher Leader Interview
- Final Exam that asks students to apply their knowledge to a case study

Required text

Articles
Course TWO Title: Inquiry in Teacher Education

Description/Rationale
This course is designed to meet the following objectives:

1.) Inform future teacher educators/teacher leaders about research on teacher education and teacher education programs at the collegiate and university levels.

2.) Develop in future teacher educators/teacher leaders the capacity to analyze and evaluate research on teacher education and teacher education programs.

Guiding questions:
1. **How do teacher educators/teacher leaders support the work of teachers and improve student outcomes?** In order to answer this question, students will learn how to support teachers as they implement formative instructional practices, including the creation of quality assessments, data analysis and using data to inform classroom instruction and delivery.

2. **How can teacher educators/teacher leaders support the school leadership team members by advocating the school’s mission and practices to teachers, the community and parents?** In order to answer this question, students will learn how to connect with parents, audit communications sent to the community or to parents, and will practice strategic planning practices for continuous school improvement.

3. **How can teacher educators/teacher leaders elevate their professionalism by becoming involved in national and state organizations?** To explore this question, students will be asked to join a professional organization and to create a professional plan for their future that will include activities such as presenting at professional conferences, submitting exemplars to national organizations and acting as ambassadors for the schools in community organizations.

3. Relationship to other Courses
This course is designed as a core course for the Ph.D. in Teacher Education, located in School of Educational Policy & Leadership. It is also one of courses in The Ohio State University’s Teacher Leader Endorsement program. Upon successful completion of these courses, students will have met all the standards required by Ohio for the Teacher Leader endorsement and will be able to apply for that endorsement through the state.

Identification of Texts, Reading Materials, Other Resources
*Each module will include specific readings. The reference list allows the instructional team to utilize other readings that they prefer from the list.

Required Texts

**Assigned and optional readings**

19, 245-275.

Alignment to ISLLC Standards:
This course addresses ISLLC Standard # 6: Political, Social, Economic, Legal, and Cultural Context of Learning
This course addresses Teacher Leader Endorsement Standard 1( 1.6), Standard 2 (2.2, 2.3, 2.4, 2.5), Standard 3 (3.1, 3.4), Standard 4 (4.1, 4.4), Standard 5 (5.3)

Assessments:
• Class assessments, which range from journal writing to assessing rubric and assessment quality
• Community Outreach Audit
• Professional plan
Course THREE Title: Educational Leadership, Learning and Teaching

Course Description: This course will aid in the understanding and knowledge of how one can use collaboration and facilitation skills with groups for the purpose of improving learning outcomes. It will examine what is known about learning, teaching, motivation and class management, and apply this knowledge to early childhood/secondary education.

Guiding Questions:
What are children learning in schools? How do you know?
What does successful learning look like?
How does teaching support development and learning in classes?
How do principals and teacher leaders lead for learning in their schools?

4. Student Outcomes: Knowledge, Dispositions, and Performances
This course addresses the knowledge, dispositions and performances in Standard 2.2 and 2.3 of the Standards for Advanced Programs for Educational Leaders. Specifically, the learning targets for this course are:

- Demonstrate the ability to apply principles of effective instruction, including formative instructional practices, to improve instructional practices and curricular materials through class discussion, application of readings, and the analysis of cases;
- Demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs through the development of portfolio entries, the analysis of cases, and the analysis of data gathered in field experience;
- Demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement by locating and evaluating resources on the Internet and applying these resources to the analysis and solution of problems discussed in class and through cases;
- Demonstrate the ability to use appropriate research strategies to promote an environment for improved student achievement by conducting an analysis of the affordances for and hindrances to student learning and motivation in a school;
- Gain an understanding of and appreciation for student development and diversity that will allow licensure candidates to design learning environments that fit students’ developmental levels and capitalize on student diversity to improve learning by creating portfolio entries that reflect this understanding and appreciation;
- Gain knowledge about theory and research on learning, cognition, and memory, including information processing, cognitive, and constructivist perspectives in order to promote best practices for student learning;
- Produce entries for an administrative portfolio that document knowledge, skills, and dispositions associated with Standards 2.2 and 2.3.

Alignment to ISLLC Standards:
This course addresses the ISLLC standards: 2.2 and 2.3

Alignment to Teacher Leader Standards:
Standard 1 (1.2, 1.3, 1.5, 1.7) Standard 2 (2.1, 2.2, 2.3, 2.4, 2.5) Standard 3 (3.1, 3.3, 3.4) 
Standard 4 (4.3), Standard 5 (5.2, 5.3).

Assessments:
- Case Study and Data Analysis
- Professional Development Plan with research-based strategies, outcome measures and a sustainability plan
- Journal entries that address the ISLLC standards and Teacher Leader Endorsement standards

Required Texts

Required texts:

Optional texts

Articles
From Section IV: Research Base for the Teacher Leader activities and assignments

Research Base:

Collaboration:
• The course will depend heavily on the cohort model, which creates a supportive network, allowing the participants to learn from each other in an academy-like framework (Basom & Yerkes, 2004; Lauder, 2000). The strengths of diverse and varied backgrounds are utilized and blended to help participants’ understanding of groups and leadership.
• Collaboration is a key (Danielson, 2006) to teacher leaders working together with administrators, but also is a key for leadership development. Leadership means working in the social network, together, utilizing social and relationship-building skills (Day & Halpin, 2004).

Adult Learning Methods:
• Adult learning methods are an important aspect of making the cohort model work, allowing everyone in the cohort to gain from the various experiences that arrive with each participant (Daresh & Barnett, 1993; Milstein, 1993). Adult learning theory also suggests that the work in the classroom be relevant to participants’ work in schools (Knowles, 1980) and the training should take place while they are immersed in their jobs (Mintzberg, 2004).

Reflection:
• Reflection is an important part of the learning experience and must be taught and developed in participants (Bennis, 1989; Kolb, 1984; Osterman & Kottkamp, 1993; Schon, 1987). Adult development issues offer ways to understand how guided reflection can support the development of cognitive structures to help individuals learn and grow from course/project experiences (Daresh & Barnett, 1993; Zigler, 2005).

Authentic Learning Experiences:
• The stronger leadership-development programs in education include more field-based experiences (Bottoms & O’Neill, 2001; Kochan, Jackson & Duke, 1999; Milstein, 1993; Murphy, 2006) and this course will have a deliberate, intense field experience built in.
• A key aspect of problem-based learning is the focus on the participant, featuring student-centered learning, with the support of the cohort, the groups, instructors and facilitators while working on real-world issues. Mintzberg (2004) believes that the best learning for MBAs takes place while they are on the job actively working on real problems. Hmelo and Evenson (2000) believe that problem-based learning offers a method to connect theory to practice, while helping learners develop strategies and skills to survive in the ever increasingly complex world of leadership.
• Various studies explain the value of developing skills through experiential learning, such as simulations, role-play, and interactive learning (Kochan, Jackson, & Duke, 1999; Lauder, 2000; and Milstein, 1993), to the extent that students/candidates and instructors find this an integral piece of growth and development for the kind of leaders that possess the tools and the skills needed in today’s school environment.
Model the Collaboration – Keeping it Relevant:

- The instruction should be done by staff that are acting as a team, and which include teams of practicing educators (Zigler, 2005) and university faculty, in order to offer the broad-based knowledge about practices (Levine, 2005) necessary for effective schools (Bottoms & O’Neill, 2001) and the best chance to connect theory and practice for the participants. The instructors should model behaviors appropriate to working as an instructional team (McCafferty, 1994).
- Developing a safe “practice field” (Creighton & Johnson, 2002; Creighton, 2004) for the participants to work in teams developing solutions to real issues allowing them to try out their newly developed “soft skills” of leadership is an important part of the project and the group work within the course. The university instructors must develop partnerships with area schools to allow this to occur.

Developing Continuous Learners:

- Due to the intensity of an academy-like experience, with the depth of involvement required, the program is designed to help students develop the capacity to learn, versus just gaining information (Murphy, 1992, Zigler, Koschoreck & McCafferty, 2006) and the emphasis is on the depth of those experiences, rather than mere content (Murphy, 1992). Kelson & Distlehorst (2000) and Hmelo & Lin (2000) both believe that students can become self-directed learners through skills developed while involved with problem-based learning.

Standards-Based:

- The program/coursework must be developed within the accountability model, with performance-based standards (Lauder, 2000), in this case the Ohio Principal Standards and the Ohio Teacher Standards (Ohio Department of Education, 2005). Rather than a new set of standards, it is felt that a combination of standards which are derived from BOTH the Principal Standards and the Teacher Standards, does in fact cover the needs and have standards toward which to develop a program.

References


### Rubrics for assessments

**EDU P&L 6350 – Introduction to Educational Administration**  
**Field Experience Evaluation Guidelines (30% of final grade)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Substandard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6 points</td>
<td>4 points</td>
<td>3 or less</td>
</tr>
<tr>
<td><strong>Transfer of Knowledge</strong></td>
<td>The paper demonstrates that the study fully understands and has applied the concepts learned in the course and applied in the field</td>
<td>The paper demonstrates that the study, to a certain extent, understands and has applied the concepts learned in the course and applied in the field</td>
<td>The paper does not demonstrate that the student understands or has applied the concepts learned in the course and applied in the field.</td>
</tr>
<tr>
<td><strong>Data Collection Instrument</strong></td>
<td>The student selected an appropriate survey instrument to examine school culture or climate; and the student provided a thorough discussion of the conceptual perspective OR the student developed interview questions reflective of 5 components of the schools as social systems framework (structure, culture, politics, teaching and learning, and motivation and teacher learning)</td>
<td>The student selected an appropriate survey instrument to examine school culture or climate; but the student did not discuss the conceptual perspective OR the student’s interview questions captured information about four of the five components of the schools as a social systems framework</td>
<td>The student did not select an appropriate survey to examine school culture or climate; and the student did not provide a thorough discussion of the conceptual perspective OR the student’s interview questions captured information about 3 or less components of the schools as social systems framework</td>
</tr>
<tr>
<td><strong>Data Sources</strong></td>
<td>Survey administered to at least 5 teachers OR the student interviewed a school leader; and the student obtained at least 5 years of background data on the school</td>
<td>Survey administered to only 3 or 4 teachers OR the student interviewed a school leader; but the student did not obtain at least 5 years of background data on the school</td>
<td>Survey administered to less than 3 teachers OR the student did not describe the interviewee is a school leader; and the student did not obtain 5 years of background data on the school</td>
</tr>
<tr>
<td><strong>Depth of Discussion</strong></td>
<td>In-depth discussion and elaboration in all sections of the paper, and establishes a strong relationship between the concepts of school leadership and administration</td>
<td>In-depth discussion and elaboration in most sections of the paper, and minimally connects concepts of school leadership and administration</td>
<td>Brief discussion in all sections of the paper or in-depth discussion in only a few sections, and does not connect concepts of school leadership and administration</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Punctuation, capitalization, and sentence structure are correct. Uses sub-headings throughout the document</td>
<td>Punctuation, capitalization, and sentence structure are correct. Does not use sub-headings throughout the document.</td>
<td>Punctuation, capitalization, and sentence structure are not correct.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Instructions</td>
<td>Excellent (Clear, convincing evidence of deep knowledge)</td>
<td>Satisfactory (Reasonable model and explanation, but not compelling)</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>Selection and description of appropriate model/strategy</td>
<td>Describe the model and rationale for selecting it.</td>
<td>Clear description of model and convincing logical explanation of selection.</td>
<td>Model description weak and/or explanation for its use is weak.</td>
</tr>
<tr>
<td>Definition of the problem(s)</td>
<td>Explain the problem(s) of the case.</td>
<td>Effective and efficient explanation of problem(s) and its impact on managing and operating the school.</td>
<td>Sensible explanation of problem(s) and its impact on managing and operating the school.</td>
</tr>
<tr>
<td>Reflective analysis of the case as you consider options</td>
<td>Describe the critical facts of the case &amp; specify a satisfactory outcome. Then consider your options.</td>
<td>Clear specification of outcomes that are realistic and positive for the school and a good set of possible options to get there.</td>
<td>Appropriate &amp; sensible set of outcomes; less detailed discussion of options and their likely success.</td>
</tr>
<tr>
<td>Tentative plan of action</td>
<td>Develop a realistic tentative plan to deal with the problem(s).</td>
<td>Effective description of options, consequences, and your strategies and rationale for choice.</td>
<td>Appropriate description of your options &amp; your strategies and rationale less convincing.</td>
</tr>
<tr>
<td>Reflection on consequences</td>
<td>Reflect on the consequences of your proposed action in terms of staff involvement, evidence, communication, fairness, and school management</td>
<td>Insightful &amp; comprehensive reflection; convincing discussion.</td>
<td>Reflection appropriate, but discussion less convincing</td>
</tr>
</tbody>
</table>
### EDU P&L 6350 – Introduction to Educational Administration

**Professional Learning Plan Evaluation Guidelines (20% of final grade)**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Credit</th>
<th>No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Professional Learning Plan (PLP) is based on one element of the Teacher Leader Endorsement Standards</td>
<td>The PLP is not based on one of the elements of the Teacher Leader Endorsement Standards</td>
<td></td>
</tr>
<tr>
<td>Desired Learning Outcomes</td>
<td>Discussion of end-of-semester desired learning outcomes</td>
<td>No discussion of end-of-semester desired learning outcomes</td>
</tr>
<tr>
<td>Plan of Activities</td>
<td>Presented a realistic plan of learning activities and anticipated timeline</td>
<td>Did not present a plan of learning activities or timeline</td>
</tr>
<tr>
<td>Activity Log</td>
<td>Activity log accounts for 6-10 hours of time spent completing the PLP</td>
<td>Activity log accounts for less than 6 hours of time spent completing the PLP</td>
</tr>
<tr>
<td>Reflection</td>
<td>Provided an in-depth discussion of if and how developing a PLP supported his/her learning and how learning may be extended beyond this semester</td>
<td>Did not reflect on if or how the PLP experience supported his/her learning and how learning may be extended beyond this semester</td>
</tr>
</tbody>
</table>

### Participation Evaluation Guidelines for all courses

<table>
<thead>
<tr>
<th>Credit</th>
<th>No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Contribution</td>
<td>Engaging and thought-provoking comments; References and explanations are insightful and meaningful and reflect a deepening of understanding of course content</td>
</tr>
<tr>
<td>Quality of Questions Posed</td>
<td>Thoughtful questions posed that are directly related to the content and reflects analysis of content</td>
</tr>
<tr>
<td>Quality of Responses to Questions from Others</td>
<td>Thoughtful responses that examine and analyze major points and provide comparisons with other related ideas; Suggests analogies or metaphors to help in understanding</td>
</tr>
<tr>
<td>Course Readings References</td>
<td>References are made to course readings in addition to opinions and personal experiences</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>Attend each class</td>
</tr>
</tbody>
</table>
### EPL 7350 Educational Leadership, Learning and Teaching

Rubric for Case study, data analysis and professional development plan for

<table>
<thead>
<tr>
<th></th>
<th>Excellent – 95-100% of the point values possible</th>
<th>Good – 80-94% of the point values possible</th>
<th>Average – 70-80% of the point values possible</th>
<th>Needs Improvement – requires a revision/resubmission for credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Case Study</strong> 30</td>
<td>Descriptive background of the school and community. Used trusted sources, and logically connects data regarding the six areas of the school context: Students and staff</td>
<td>Offered some descriptive detail about the school context, but either did not address all six areas of the school context or didn’t use logical reasoning to connect the data to create a clear picture of the context. I had to read some sentences to understand what you were trying to say. Data may not have been presented in an easily readable way, so the reader has to do a lot of work to see how the data connects.</td>
<td>Makes some unreliable assumptions that are not backed up by data. Offers some community data, but does not address multiple areas or connect the dots. Rather, there is evidence that the student found data, but not evidence that the student can integrate and present data to create a clear picture of the community and school context. Many sentences are poorly structured, so that the reader has to return to them to understand their point. Logic and organization may be unclear as well.</td>
<td>Paints a very cursory picture of the context with disjointed data that may or may not be relevant. Unorganized and may have serious sentence structure or organizational issues that make it very difficult for the reader to see the logic in regards to how the data presented has an impact on the context.</td>
</tr>
<tr>
<td><strong>Data Analysis</strong> 20</td>
<td>Presents relevant data only and then clearly and thoughtfully establishes relationships in the data. Clearly connects trends in the data to the need for professional development by explicitly stating the goals of the PD and the data that drove the decision to pursue that goal. Presents and explains any related data that might inform the trends. Writing is clear and easy to follow. Data is presented so that the reader does not have to interpret why the writer included it.</td>
<td>Presents a lot of school data, but may have a lot of unnecessary data included. Gives meaningful explanations of the data, but may not clearly show how that data was used in identifying a problem of practice to focus the PD. Data is presented and explained in a way that makes the reader work to see the connections. All connections and logic is not clearly articulated.</td>
<td>Presents data, but doesn’t connect the data logically or show how it is being used to inform the PD. The data may be presented in a way that the reader has to work hard to understand why it was included or how it relates to the other data presented. Some relationships drawn and supported by data; area of need may not be clearly identified.</td>
<td>Lacks necessary understanding of cited data and relationships with other data. Conclusions drawn are not supported by the data presented, and the professional development solution does not have sufficient support to warrant resource allocation. Data may be presented and explained in a confusing way, where the reader must work very hard to understand how it all relates, or there may be no way the reader can synthesize the information, because the writer has not provided an explicit...</td>
</tr>
<tr>
<td>PD Plan</td>
<td>PD plan clearly addresses the problem of practice. The writer offers ample research to show why the PD s/he proposes is expected to be successful. Clear outcome measures are stated and the writer has included a plan to sustain the effects of the PD. The teachers would be able to see a clear return on investment. The PD is clearly progressive, so teachers will continually grow on the same topic over the period of the PD plan.</td>
<td>PD plan addresses the problem of practice, but the writer does not offer enough concrete evidence to justify that the plan is based in research or best practices. Outcome measures are not clearly articulated or are focused on the success of implementation rather than the impact of the PD. Teachers may or may not see a clear return on investment for attending the PD (there may be some items that could be delivered in a paper rather than a sit and get format)</td>
<td>PD plan is related to the problem of practice, but does not clearly align with the problem identified through the data. Outcome measures are not explicitly stated, with a plan for analysis. Teachers will probably not see a great return on investment for their time at this PD, because it lacks a continuous focus or because the delivery system is not optimized for adult learning.</td>
<td>This PD plan is not clearly aligned with the problem of practice or well-researched. It does not have clear outcome measures articulated and sustainability may not be addressed.</td>
</tr>
<tr>
<td>Reference list</td>
<td>Demonstrates an examination and application of multiple reliable sources and perspectives. Follows APA style.</td>
<td>Demonstrates consultation of reliable outside resources, but does not show multiple resources on topics, so only reflects a narrow examination of the content. APA style followed.</td>
<td>Resource list demonstrates a limited examination of the literature with sources that may or may not be credible. APA style may not be followed.</td>
<td>Resource list is either not attached or only includes the class texts. There is no evidence of any deeper examination of the topic of the PD. APA style may not be followed.</td>
</tr>
</tbody>
</table>

**Note:** A credible source is a peer reviewed journal article, a book, or respected journal, such as EdWeek.
### EPL 8421 Inquiry into Teacher Education

#### Rubric for Communications Audit

<table>
<thead>
<tr>
<th></th>
<th>Excellent – 95-100% of the point values possible</th>
<th>Good – 80-94% of the point values possible</th>
<th>Average – 70-80% of the point values possible</th>
<th>Needs Improvement – requires a revision/resubmission for credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Communications Plan of the district</td>
<td>Elements of the district’s strategic communications plan are clearly outlined and explained. Specific examples of district initiatives are explained and tied to parts of the plan. Clear, measurable goals are identified. In the absence of a district plan, the audit clearly recommends action steps that have measurable outcomes and are justified through research.</td>
<td>Elements of the district’s strategic plan are mentioned, but not clearly articulated. The reader is not sure how the district plans to meet communication goals with parents. In the absence of a clear plan, the audit mentions strategies, but may not clearly connect them to research or may not articulate clear and measurable outcomes.</td>
<td>The district’s plan is mentioned and some action steps are referenced, but the reader cannot clearly discern what the district is doing or why. There is not a logical path to connect the district initiatives to a strategic plan. In the absence of a district plan, the writer has offered suggestions, but has failed to ground those suggestions in research or explain how their success could be measured.</td>
<td>The district’s plan is either not mentioned or is not clearly explained. There may be mention of actions the district is taking, but there is no clear logic about how the district is communicating with parents. In the absence of a clear plan, the writer has offered little cohesiveness to a plan to help districts improve communication.</td>
</tr>
<tr>
<td>Audit of materials</td>
<td>The student has identified areas that might be barriers to successful communication with parents and has made clear and supported suggestions about how to overcome those issues.</td>
<td>The student has identified areas of concern, but does not clearly articulate why those areas of concern could present barriers to parent communications.</td>
<td>The student has discussed specific communications pieces the district uses, but has not done a thorough critique of the pieces or identified ways they can be strengthened.</td>
<td>The student has either not included artifacts with constructive criticism, or has failed to identify the barriers to parent communications or to provide suggestions for remedies.</td>
</tr>
</tbody>
</table>