

Principalship – MED

Enrollment and Graduate History [Data in PED](#)

| | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 |
|-----------------|-----------|-----------|-----------|-----------|-----------|
| Enrollment | 6 | -- | -- | 1 | 33 |
| Degrees Awarded | 2 | -- | -- | -- | 1 |

Program description

The Master of Education in Principalship is designed for experienced teachers who desire to take on building level leadership positions, such as principal and assistant principal. PreK-12 schools of the 21st Century need principals who are instructional leaders with management expertise and people skills that allow them to lead their faculty and staff in ways that produce success for the students and the school. This program, which includes standards-based coursework and field activities, prepares teachers to become quality building level leaders.

Alignment with university mission, strategic plan

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

Program distinctiveness

- The program is delivered totally online per student feedback preference.
- The online delivery format facilitates program student needs, as a vast majority of its students are full-time PK-12 educators.
- Per recommendation of the Provost, the program piloted a relationship with Academic Partnerships[®], a company specializing in the broad-based marketing of state university online programs.

- The program of study requires candidates to complete 450 clock hours of standards-based field activities that assist the candidates with applying their acquired knowledge and skills within their professional context. Site mentors assist the candidates with planning, implementing, and evaluating their fieldwork.
- The Principal M.Ed. Program currently has the most robust enrollment of all the Educational Leadership programs.

Recognitions of quality of the program

The program met all six NCATE Standards with no cited weaknesses or areas for improvement. After the last review, the program received ELCC National Recognition, NCATE Accreditation, and approval from ODE/OBR.

Program Learning Outcomes

ELCC Standards/Elements

ELCC Standard 1:

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

Key elements of ELCC Standard 1:

- 1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
- 1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
- 1.3 Candidates understand and can promote continual and sustainable school improvement.
- 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC Standard 2:

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

Key elements of ELCC Standard 2:

- 2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
- 2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

ELCC Standard 3:

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

Key elements of ELCC Standard 3:

- 3.1 Candidates understand and can monitor and evaluate school management and operational systems.
- 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
- 3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
- 3.4 Candidates understand and can develop school capacity for distributed leadership.
- 3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC Standard 4:

A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

Key elements of ELCC Standard 4:

- 4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
- 4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

ELCC Standard 5:

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

Key elements of ELCC Standard 5:

5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6:

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

Key elements of ELCC Standard 6:

6.1 Candidates understand and can advocate for school students, families, and caregivers.

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

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

ELCC Standard 7:

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

Key elements of ELCC Standard 7:

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

Ohio Standards for Principals**OSFP Standard 1: Continuous Improvement**

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

Key elements of OSFP Standard 1:

- 1.1 Principals facilitate the articulation and realization of a shared vision of continuous school improvement.
- 1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- 1.3 Principals lead the change process for continuous improvement.
- 1.4 Principals anticipate, monitor and respond to educational developments that affect school issues and environment.

OSFP Standard 2: Instruction

Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

Key elements of OSFP Standard 2:

- 2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.
- 2.2 Principals ensure instructional practices are effective and meet the needs of all students.
- 2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.
- 2.4 Principals know, understand and share relevant research.
- 2.5 Principals understand, encourage and facilitate the effective use of data by staff.
- 2.6 Principals support staff in planning and implementing research-based professional development.

OSFP Standard 3: School Operations, Resources, and Learning Environment

Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

Key elements of OSFP Standard 3:

- 3.1 Principals establish and maintain a safe school environment.
- 3.2 Principals create a nurturing learning environment that addresses the physical and mental health needs of all.
- 3.3 Principals allocate resources, including technology, to support student and staff learning.
- 3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.
- 3.5 Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.

OSFP Standard 4: Collaboration

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

Key elements of OSFP Standard 4:

- 4.1 Principals promote a collaborative learning culture.
- 4.2 Principals share leadership with staff, students, parents and community members.
- 4.3 Principals develop and sustain leadership.

OSFP Standard 5: Parents and Community Engagement

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

Key elements of OSFP Standard 5:

- 5.1 Principals use community resources to improve student learning.
- 5.2 Principals involve parents and community members in improving student learning.
- 5.3 Principals connect the school with the community.
- 5.4 Principals establish expectations for the use of culturally-responsive practices that acknowledge and value diversity.

Description of Learning Outcomes Assessment Program

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

TK20, provides program faculty with longitudinal data of the assessed standards, achievement of the college's conceptual framework strands, and professional disposition assessments.

The Ohio Assessment for Educators is the new assessment instrument for program graduates seeking administrative licensure. The test supersedes the Praxis II assessment instrument, and has been used since the beginning of the 2013-14 school year.

| ELCC Standards | OAE Competencies | Ohio Principal Standards |
|------------------------|---|--------------------------|
| Standards 1, 2, 5, & 6 | <p align="center">Visionary and Inclusive Leadership</p> <p>*0001 Understand how to provide leadership in facilitating the development, articulation, implementation, and stewardship of a shared vision of learning; collaborating with diverse stakeholders, and mobilizing school and community resources to achieve the vision and promoted the success of all student groups.</p> | Standards 1 & 5 |
| Standards 2, 5, & 6 | *0002 Understand the interplay of the political, social, economic, legal, ethical, and cultural contexts of education in promoting the success of all student groups. | |
| Standard 2 | <p align="center">Student Learning</p> <p>*0003 Understand how to advocate, nurture, and sustain a positive culture of learning that emphasizes high expectations and an instructional program that promotes success for all student groups.</p> | Standard 2 |
| Standard 2 | *0004 Understand effective teaching and learning and the use of instructional leadership to promote the success of all student groups. | Standard 2 |
| Standards 1 & 2 | <p align="center">Systems for Capacity Building</p> <p>* 0005 Understand how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups.</p> | Standard 2 |
| Standard 1 | * 0006 Understand organizational management and its use in creating positive and productive learning systems that promote the success of all student groups. | Standard 3 |
| Standards 2 & 3 | <p align="center">Resource Management and Educational Law</p> <p>* 0007 Understand human resource management</p> | Standard 4 |

| | | |
|-------------------|--|-------------------|
| | and its use in creating a positive and productive learning system that promotes the success of all student groups. | |
| Standard 3 | *0008 Understand operational management and its use in creating safe, efficient, and effective learning environment that promotes the success of all student groups. | Standard 3 |
| Standard 3 | *0009 Understand fiscal and material resource management and its use in creating efficient and effective learning systems that promote the success for all student groups. | Standard 3 |
| Standard 5 | *0010 Understand the legal dimensions of educational leadership. | Standard 3 |

Summary of Assessment Findings for Past Five Years

2008-09

Strengths: Coursework assessment data indicate that Principal Program candidates consistently scored within the *Acceptable* and *Target* scales in all six strands of the conceptual framework. All six strands of the conceptual framework received very positive comments from the 2009 Completer Survey.

Areas for Improvement: Candidates are scattered throughout the program cycle making it problematic in determining course scheduling and candidate numbers. Discrepancies between the two Master's degree tracks are confusing for candidates and faculty.

2009-10

Strengths: Principal program candidates are expected to complete *acceptable* to *target* worthy coursework, and the data support that expectation. A vast majority of candidate portfolios are submitted at the *acceptable* to *target* level for the midpoint and exit reviews. Program completers indicate their pleasure with their program experiences and frequently recommend the program to prospective candidates. Program personnel (i.e., staff and instructors), study of current administrative trends, and internships are cited as program strengths.

Areas for Improvement: Various program completers indicated some topics and skills that warrant attention, namely: perceptions of insufficient hands-on experiences within the internships; and, ill-prepared for job interview questions regarding topics such as RTI, AYP, and CCIP.

2010-11

Strengths: Faculty are using TK20 and processes/procedures to assure candidates' compliance; According to mentors at the program's midpoint, candidates' professional dispositions are 100% *Acceptable*; According to program faculty at the program exit, candidates' professional dispositions are

100% *Acceptable*; Employer Survey data (n=1) indicate that they are *Satisfied* with their employed candidate. In the CF areas of Content Knowledge, Diversity, Professionalism, and Emotional Intelligence, the employer was *Very Satisfied*. In the CF areas of Pedagogical Content Knowledge and Technology, the employer was *Satisfied*. The employer would recommend the program for future candidates interested in the Principal Program. Program Completer Survey data (n=1) indicate that the graduate was *Satisfied* with the program. The completer felt the program was *Strong* in the following CF areas: Content Knowledge, Pedagogical Content Knowledge, Technology, Professionalism, and Emotional Intelligence. The completer felt the program was *Adequate* in the following CF area: Diversity.

Areas for Improvement: None noted.

2011-12

Strengths: Faculty are using TK20 and the processes/procedures assure candidates' compliance; effective follow-through is evident by faculty on accepting only target-level work from candidates on standards-based assignments; according to mentors at the program's midpoint, candidates' professional dispositions are 100% *Acceptable*; and, according to program faculty at the program exit, candidates' professional dispositions are 100% *Acceptable*.

Areas for Improvement: No Program Completer Survey respondents (n=0) and no Employer Survey respondents (n=0) submitted for 2011-12.

2012-13

Strengths: Candidate consistently are rated at the *Target* level on standards-based assessments in EDL7750 and EDL7760; candidates earning *Target* ratings in EDL8720 Learning Environments Project = 78%; interns earning *Acceptable* ratings in EDL870 = 60%; and, interns earning *Target* ratings in EDL890 = 60%.

Areas for Improvement: None noted.

2013-14

Strengths: Reporting of standards-based assessments in TK20 is more coherent due to condensing the number of key assessments to one assessment per standard/element. Data from EDL7750 and EDL7760 indicate that candidates earned *Target* ratings on all submitted standards-based assessments.

Areas for Improvement: The program faculty are working on updating the TK20 rubrics to reflect the new assessment processes. The OAE passing rate for WSU graduates was 64% (14 takers; 9 passers).

Major Curricular Changes Since Last Review (or past five years)

- A cohort structure was designed and implemented for the Principal M.Ed. program.

- The Principal M.Ed. program was merged with the Teacher Leader M.Ed. program to facilitate ease in scheduling and to provide coherence in degree expectations.
- Overall program of study converted from a quarter-based to a semester-based calendar (i.e., 15 courses to 10 courses)
- 3-hr credit courses were planned for 14-week semesters with 2 courses per semester
- Due to the Academic Partnerships contract, courses were required to be revised to a 7-week format with 1 course delivered in Term A and 1 course delivered in Term B
- Streamlining the program's assessment system to one key assessment per standard.

Graduate placement data, employer satisfaction

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

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

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

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

Faculty accomplishments and recognitions

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

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

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

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

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

Programs and areas of recognized excellence with supporting evidence

The program met all six NCATE Standards with no cited weaknesses or areas for improvement. After the last review, the program received ELCC National Recognition, NCATE Accreditation, and approval from ODE/OBR.

Capacity for growth of programs

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

New program opportunities

N/A

Proposals to enhance programs (if desired)

N/A