



**RUTGERS GRADUATE SCHOOL OF EDUCATION**

**EXTRACT OF PROGRAM DATA**

**EDUCATIONAL ADMINISTRATION  
CERTIFICATION PROGRAMS**

**January 2018**

# EXTRACT OF PROGRAM DATA

As a part of the Council for the Accreditation of Educator Preparation (CAEP) accreditation process, the Graduate School of Education Educational Administration Faculty collects and reviews quantitative evidence relative to the quality of Educational Administration certification offerings. This evidence is organized by inquiry claims that the Faculty has chosen for the required CAEP continuous improvement study.

Program data for the past three academic years is summarized in this document. In the narratives and tables, the Masters Degree in Educational Administration offering is referred to as the “Program.” The New Jersey Supervisors Certification offering is referred to as the “Endorsement.”

## CAEP INQUIRY CLAIMS of the FACULTY (With connections to New Jersey certification requirements and ISLLC standards)

1. **General Leadership:** *Do Rutgers Educational Administration Ed.M. candidates demonstrate the basic skills, knowledge, and dispositions to enable them to lead individuals and organizations?*
  - Leading a common vision of learning in the school community (elements of developing and implementing shared vision);  
N.J.A.C. 6A:9-12.5(a) 2 i; ISLLC Standard One
  - Leading with integrity, fairness and in an ethical manner;  
N.J.A.C. 6A:9-12.5(a) 2 v; ISLLC Standard Five
2. **Instructional Leadership:** *Do Rutgers Educational Administration Ed.M. candidates demonstrate the basic skills, knowledge, and dispositions to enable them to implement and maintain high quality instructional programs for students?*
  - Leading a common vision of learning in the school community (instructional elements);  
N.J.A.C. 6A:9-12.5(a) 2 i; ISLLC Standard One
  - Leading in a climate and culture conducive to student learning and staff professional growth;  
N.J.A.C. 6A:9-12.5(a) 2ii; ISLLC Standard Two
3. **Management:** *Do Rutgers Educational Administration Ed.M. candidates demonstrate the basic skills, knowledge, and dispositions of quality management practice to enable them to administer the operation of New Jersey schools?*
  - Leading a safe and effective environment for learning;  
N.J.A.C. 6A:9-12.5(a) 2 iii; ISLLC Standard Three
4. **Context/Community:** *Do Rutgers Educational Administration Ed.M. candidates demonstrate the basic skills, knowledge, and dispositions to enable them to function effectively within the varied contexts of schools within the State of New Jersey?*
  - Leading the mobilization of resources, response to diverse needs, and collaboration with faculty, families and communities;  
N.J.A.C. 6A:9-12.5(a) 2 iv; ISLLC Standard Four
  - Leading with a perspective of the larger political, social, economic and legal context;  
N.J.A.C. 6A:9-12.5(a) 2v i; ISLLC Standard Six

## SECTION ONE: BASIC STUDENT DATA

The majority of students in the Program, Principal Endorsement, and Supervisor Endorsement are part time. They attend graduate classes while working for local school districts, charter schools or other educational endeavors. They can complete the Program to earn a master’s of educational administration degree leading to principal and supervisor certification (Option A) in two and a half years – two courses each semester and two during the summer. Program Option B (degree and principal’s certificate) and Option C (degree only; No certification), and the Non-Degree Principal Endorsement can each be completed in two years. In recent experience, Program students actually average a little more than two and a half years to complete their studies. The Non-Degree Supervisor Endorsement offering can be completed in two semesters.

### Recent Educational Administration Program Enrollments

Table 1.1a

Master’s Degree Program in Educational Administration Includes All Certification Options: Principal and Supervisor, Principal Only, None				
Year	Number of Students			
	New Admission Applications			Total Participants During Year
	Total Applied	Total Admitted	Actually Enrolled	
2016-2017	25	12	8	29
2015-2016	31	17	11	41
2014-2015	20	13	7	36

### Completers of Educational Administration Degree Program

Table 1.1b

Master’s Degree Program in Educational Administration Includes All Certification Options: Principal and Supervisor, Principal Only, None										
Year	Total Graduated	Number Per Year Initially Began Program								
		2015 -16	2014- 15	2013 -14	2012 -13	2011 -12	2010- 11	2009 -10	2008- 09	earlier
2016- 2017	7	2	1	1	1					2
2015- 2016	15		2	6	4	2	1			
2014- 2015	6			1	1	2			2	

**Recent Supervisor’s Endorsement Program Enrollments**

Table 1.2a

Year		Total Students Enrolled During Year
2016-2017	Non Degree Endorsement	59
2015-2016	Non Degree Endorsement	49
2014-2015	Non Degree Endorsement	82

**Completers of Supervisor’s Endorsement Program**

Table 1.2b

Year	Total Completing	Number of Students Per Year Initially Began Course Sequence							
		2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	Earlier
2016-2017	54	12	26	8	5		1	2	
2015-2016	58		18	25	6	3	4		2
2014-2015	42			10	24	2	2	1	3

**Recent Principal Endorsement Program Enrollments**

Table 1.2c

Year		Total Students Enrolled During Year
2016-2017	Non Degree Endorsement	2
2015-2016	Non Degree Endorsement	2
2014-2015	Non Degree Endorsement	5

**Completers of Principal Endorsement Program**

Table 1.2d

Year	Total Completing	Number of Students Per Year Initially Entering Program							
		2016-17	2015-16	2014-15					
2016-2017	1		1						
2015-2016	1			1					
2014-2015	1			1					

### Graduate Record Examination Scores at Admission

GRE scores provide information about the initial capacity of our students to learn.

### GRE Scores of Applicants Admitted to the Program

(GRE New Scale)

Table 1.3

Year Admitted	N	Mean	Std. Dev.	Low	High
2016-17	8				
Verbal		147.5	5.04	138	154
Quantitative		152.0	9.10	140	168
Writing		3.5	0.53	2.5	4.0
2015-16	11				
Verbal		151.9	5.5	143	160
Quantitative		149.5	7.9	140	161
Writing		3.9	0.6	3.0	5.5
2014-15	12				
Verbal		154.7	7.29	147	176
Quantitative		151.25	5.86	141	161
Writing		4.22	0.67	3.0	6.0

GRE scores are not required for admission to the Endorsement offering.

### Grade Point Averages at Admission

Grade Point Averages also provide some insight into the ability of our students to learn.

### Undergraduate Degree GPA of Applicants Admitted to the Program

(Program completers graduate with an Ed. M. degree.)

Table 1.4a

Year Admitted	N	Mean	Std. Dev.
2016-2017	8	3.20	0.43
2015-2016	15	3.43	0.321
2014-2015	12	3.32	0.317

### Most Recent Graduate Degree GPA of Applicants Admitted to the Supervisor's Endorsement Program (Applicants to the Endorsement are required to have completed at least a master's degree.)

Table 1.4b

Year Admitted	N	Mean	Std. Dev.
2016-2017	*57	3.8	0.25
2015-2016	45	3.44	0.33
2014- 2015	56	3.79	0.27

\*59 enrolled students. Two students are missing Graduate Degree GPA data

**Most Recent Graduate Degree GPA of Applicants Admitted to the Principal Endorsement Program** (Applicants to the Principal Endorsement are required to have completed at least a master's degree.)

Table 1.4c

<b>Year Admitted</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
2016-2017	2	3.83	0.18
2015-2016	2	3.53	0.10
2014- 2015	5	3.86	0.17

**Grade Point Averages at Graduation for Program Students**

Table 1.5

<b>Program Graduation Year</b>	<b>Number of Students</b>	<b>Mean</b>	<b>St. Dev.</b>
2016-2017	7	3.9	0.07
2015-2016	15	3.96	0.039
2014-2015	6	3.80	0.211

Maximum Grade = 4.0

**Grade Point Averages at Completion for Supervisor Endorsement Students**

Table 1.6

<b>Endorsement Completion Year</b>	<b>Number of Students</b>	<b>Mean</b>	<b>St. Dev.</b>
2016-2017	54	3.99	0.09
2015-2016	58	3.97	0.09
2014–2015	42	3.99	0.05

Maximum Grade = 4.0

**Grade Point Averages at Completion for Principal Endorsement Students**

Table 1.7

<b>Endorsement Completion Year</b>	<b>Number of Students</b>	<b>Mean</b>	<b>St. Dev.</b>
2016-2017	1	3.96	0.14
2015-2016	1	3.96	0.14
2014–2015	1	4.00	0.00

Maximum Grade = 4.0

## **SECTION TWO: STUDENT PERFORMANCE DATA**

### **A. Evidence Relative to Standardize Test: School Leaders License Assessment (SLLA)**

The SLLA test is required by New Jersey in order to qualify for a Principals Certificate of Eligibility. Students who pass the test by New Jersey’s standards are deemed ready to move on to stage two (residency with mentorship) of their preparation as an educational administrator.

SLLA results are relevant to all inquiry claims and involve Program students only. Students enrolled in the Endorsement do not take a state test for certification.

#### **Students Voluntarily Reporting Passing School Leadership Licensure Exam**

Table 2.1

<b>Program Graduation Year</b>	<b>Total Students Graduating</b>	<b>Number of Students Voluntarily Reporting SLLA Pass</b>	<b>Average Reported Score</b>	<b>Standard Deviation Of Reporters</b>
2016-2017	7	3	177	8.90
2015-2016	15	2	177	4.24
2014-2015	6	3	180	6.93

Possible scores on the SLLA range from 100 to 200. The New Jersey passing score is 163.

## B. Evidence Relative To Individual CAEP Inquiry Claims

### 1. CLAIM ONE DETAIL: General Leadership

- Rutgers Educational Administration Ed.M. candidates shall demonstrate the basic skills, knowledge, and dispositions to enable them to lead individuals and organizations.*

#### a. Claim One: General Leadership GPA

(Relevant Courses during Academic Year - Program students only)

Table 2.2

M Ed Courses Relevant to General Leadership				
Academic Year	GPA in Claim Relevant Courses			Courses Included:
	N	Mean	Std. Dev.	
2016-2017	37	3.97	0.11	Foundations of Educational Administration Leadership/Communication Educational Law Decision Analysis Internship I and II
2015-2016	43	3.92	0.27	
2014-2015	52	3.90	0.26	

Maximum grade = 4.0

#### b. Demonstration Task Performance

Demonstration Tasks were integrated into select courses during 2009-2010. Each student's performance is assessed by standardized rubric. Rubric ratings have been included in the SAKAI student portfolio since January 2010. The tables included within this report show the total overall rating of students' tasks based upon the year in which the student was enrolled in the course. Please note that not all courses are offered every year.

#### General Leadership Demonstration Tasks

(By Academic Year - Program students only)

Table 2.3a

Task: Foundations of Educational Administration (230:500)			
Year Course Taken	2014-2015	2015-2016	*2016-2017
Number of Tasks Rated	4	10	10
Mean Rating	1.89	1.97	3.94
Standard Deviation	0.13	0.05	0.27

\*Rating Scale: 0= Not Acceptable 1= Partially Proficient 2= Proficient 3= Advanced Proficient 4= Superior



Table 2.3b

<b>Task: Leadership and Communication (230:501)</b>			
Year Course Taken	2014-2015	2015-2016	*2016-2017
Number of Tasks Rated	6	10	14
Mean Rating	1.95	2	3.92
Standard Deviation	0.08	0	0.28

\*Rating Scale: 0= Not Acceptable 1= Partially Proficient 2= Proficient 3= Advanced Proficient 4= Superior

**c. Internship Mentor Ratings** – Submitted by home district mentors at the end of each Internship semester. (By Year of Internship - Program students only)

Table 2.4

General Leadership		2014-2015			2015-2016			*2016-2017		
		Intern 1	Intern 2	Change	Intern 1	Intern 2	Change	Intern 1	Intern 2	Change
Number of Ratings		8	9		**1	**3		5	5	
A. Demonstrates awareness and understanding of the school's vision.	Mean	2.75	2.89	0.14	3.00	2.67	-0.33	3.4	3.4	0
	S. D.	0.46	0.33		-	0.58	-	0.55	0.5	-
B. Demonstrates leadership abilities to implement the school's vision.	Mean	2.50	2.56	0.06	3.00	2.67	-0.33	3.25	3.0	-0.25
	S. D.	0.53	0.53		-	0.58	-	0.5	0.71	-
C. As a leader acts in an ethical manner with integrity and fairness.	Mean	2.88	3.00	0.12	3.00	3.00	0.00	3.6	3.6	0
	S. D.	0.35	0.00		-	0.00	-	0.55	0.55	-
D. Demonstrates the characteristics of a caring, empathetic leader.	Mean	2.88	3.00	0.12	3.00	3.00	0.00	3.6	3.6	0
	S. D.	0.35	0.00		-	0.00	-	0.55	0.55	-

\*Rating Scale: Not Observed 0= Not Acceptable 1= Partially Proficient 2= Proficient 3= Advanced Proficient 4= Superior

\*\*Based on available data

**d. Internship Student Self Evaluation of Knowledge and Skills**  
(By Year of Internship - Program students only)

Students are asked to complete a self-assessment of their knowledge and skills relative to the ISLLC Standards at start of the Internship two-course sequence and again at the completion of the sequence. This instrument was introduced in 2011-12.

Table 2.5a

<b>ISLLC Standard 1: Facilitating the Vision:</b> An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.										
		2014-2015			2015-2016			*2016-2017		
Number of Students		8	9		15	15		5	5	
<b>Knowledge/Skill Item</b>		<b>Pre Course</b>	<b>Post Course</b>	<b>Change</b>	<b>Pre Course</b>	<b>Post Course</b>	<b>Change</b>	<b>Pre Course</b>	<b>Post Course</b>	<b>Change</b>
A. Collaboratively developing and implementing a shared vision and mission.	Mean	1.88	3.33	1.45	2.47	3.80	1.33	2.0	3.0	1.0
	S. D.	0.64	0.50		.74	0.41		0.71	0.71	-
B. Collecting and using data to identify goals, assess organizational effectiveness, and promote organizational learning	Mean	2.38	3.56	1.18	2.33	3.47	1.13	2.2	3.6	1.4
	S. D.	0.74	0.53		.90	0.64		0.01	0.55	-
C. Creating and implementing plans to achieve goals	Mean	2.13	3.11	0.98	2.53	3.67	1.13	2.2	3.4	1.2
	S. D.	0.83	0.33		0.52	0.49		0.84	0.55	-
D. Promoting continuous and sustainable improvement	Mean	2.00	3.22	1.22	2.40	3.40	1.00	1.6	3.2	1.6
	S. D.	0.76	0.83		0.83	0.63		1.14	0.45	-
E. Monitoring and evaluating progress and revising plans	Mean	2.38	3.33	0.95	2.53	3.60	1.07	2.2	3.6	1.4
	S. D.	0.92	0.50		0.64	0.51		0.84	0.55	-

\*Rating Scale: 0= None 1= Little 2= Some 3=Sufficient 4= Superior

Table 2.5b

<b>ISLLC Standard 5: Ethics and Integrity:</b> An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.										
Number of Students		2014-2015			2015-2016			*2016-2017		
		8	9		15	15		5	5	
Knowledge/Skill Item		Pre Course	Post Course	Change	Pre Course	Post Course	Change	Pre Course	Post Course	Change
A. Ensuring a system of accountability for every student's academic and social success.	Mean	2.50	3.56	1.06	2.60	3.33	0.73	1.8	3.2	1.4
	S. D.	1.07	0.53		0.83	0.82		0.45	0.84	-
B. Modeling principles of self-awareness, reflective practice, transparency, and ethical behavior.	Mean	2.50	3.67	1.17	2.93	3.87	0.93	2.8	3.8	1.0
	S. D.	1.20	0.50		0.59	0.35		1.30	0.45	-
C. Safeguarding the values of democracy, equity, and diversity.	Mean	2.25	3.67	1.42	2.93	3.67	0.74	2.6	3.6	1.0
	S. D.	1.16	0.50		0.73	0.49		0.55	0.55	-
D. Considering and evaluating the potential moral and legal consequences of decision-making.	Mean	2.50	3.44	0.94	2.47	3.40	0.93	1.8	3.6	1.8
	S. D.	0.93	0.73		0.99	0.83		1.10	0.55	-
E. Promoting social justice and ensuring that individual student needs inform all aspects of schooling.	Mean	2.25	3.56	1.31	2.47	3.53	1.07	2.2	3.6	1.4
	S. D.	0.89	0.73		0.83	0.64		0.84	0.55	-

\*Rating Scale: 0= None 1= Little 2= Some 3=Sufficient 4= Superior

## 2. CLAIM TWO DETAIL: Instructional Leadership

- Rutgers Educational Administration Ed.M. candidates shall demonstrate the basic skills, knowledge, and dispositions of instructional practice to enable them to implement and maintain high quality instructional programs for students.*

### a. Claim Two: Instructional Leadership GPA

(Relevant Courses during Academic Year - Program students only)

Table 2.6

M Ed Courses Relevant to Instructional Leadership				
Academic Year	GPA in Claim Relevant Courses			Courses Included:
	N	Mean	Std. Dev.	
2016-2017	32	3.98	0.09	Foundations of Educational Administration, Personnel, Supervision, Internship I and II, Curriculum
2015-2016	61	3.98	0.14	
2014-2015	50	3.93	0.20	

Maximum grade = 4.0

### b. Demonstration Task Performance

#### Instructional Leadership Demonstration Tasks

(By Academic Year – Program AND Endorsement students)

Table 2.7a

Task: Curriculum and Instruction (310:500)			
Year Course Taken	2014-2015	2015-2016	*2016-2017
Number of Tasks Rated	56	66	74
Mean Rating	1.66	1.70	3.51
Standard Deviation	0.34	0.40	0.93

\*Rating Scale: 0= Not Acceptable 1= Partially Proficient 2= Proficient 3= Advanced Proficient 4= Superior

Table 2.7b

Task: Supervision of Instruction (230:521)			
Year Course Taken	2014-2015	2015-2016	*2016-2017
Number of Tasks Rated	57	56	88
Mean Rating	1.93	1.93	3.79
Standard Deviation	0.18	0.10	0.68

\*Rating Scale: 0= Not Acceptable 1= Partially Proficient 2= Proficient 3= Advanced Proficient 4= Superior

**c. Internship Mentor Ratings** – Submitted by mentors at the end of each Internship semester.  
(By Year of Internship - Program students only)

Table 2.8

Instructional Leadership		2014-2015			2015-2016			*2016-2017		
		Intern 1	Intern 2	Change	Intern 1	Intern 2	Change	Intern 1	Intern 2	Change
Number of Ratings		8	9		**1	**3		5	5	
A. Demonstrates ability to maintain an environment that supports student achievement and success for all students.	Mean	3.00	2.89	-0.11	3.00	2.67	0.33	3.4	3.4	0
	S. D.	0.00	0.33		-	0.58	-	0.55	0.55	-
B. Demonstrates knowledge and understanding of effective instructional practices.	Mean	2.88	2.78	-0.10	3.00	3.00	0.00	3.2	3.4	0.2
	S. D.	0.35	0.44		-	0.00	-	0.45	0.55	-
C. Demonstrates ability to implement effective professional development.	Mean	2.63	2.78	0.15	3.00	2.67	0.33	3.0	3.2	0.2
	S. D.	0.52	0.44		-	0.58	-	0.0	0.84	-

\*Rating Scale: Not Observed 0= Not Acceptable 1= Partially Proficient 2= Proficient  
3= Advanced Proficient 4= Superior

\*\*Based on available data

Table 2.9

<b>ISLLC Standard2: School Culture and Instructional Program:</b> An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.										
		2014-2015			2015-2016			*2016-2017		
Number of Students		8	9		15	15		5	5	
Knowledge/Skill Item		Pre Course	Post Course	Change	Pre Course	Post Course	Change	Pre Course	Post Course	Change
A. Nurturing and sustaining a culture of collaboration, trust, learning, and high expectations	Mean	2.38	3.44	1.07	2.73	3.67	0.93	2.0	3.4	1.4
	SD	0.74	0.53		0.80	0.49		0.71	0.55	-
B. Creating a comprehensive, rigorous, and coherent curricular program	Mean	2.25	3.11	0.86	2.40	3.47	1.07	1.8	3.2	1.4
	SD	0.89	0.98		0.83	0.64		0.10	0.45	-
C. Creating a personalized and motivating learning environment for students	Mean	3.00	3.67	0.67	2.67	3.47	0.80	2.6	3.4	0.8
	SD	0.76	0.50		0.49	0.64		0.55	0.55	-
D. Supervising instruction	Mean	2.25	3.22	0.97	2.27	3.33	1.07	1.8	3.4	1.6
	SD	0.89	0.83		0.96	0.82		1.30	0.55	-
E. Developing assessment and accountability systems to monitor student progress	Mean	2.63	3.33	0.70	2.40	3.13	0.73	1.8	3.4	1.6
	SD	0.92	0.50		0.83	0.92		0.45	0.55	-
F. Developing the instructional and leadership capacity of staff	Mean	2.00	3.33	1.33	2.33	3.53	1.20	1.4	3.2	1.8
	SD	0.76	0.71		0.98	0.83		0.89	0.45	-
G. Maximizing time spent on quality instruction	Mean	2.38	3.44	1.06	2.60	3.53	0.93	2.2	3.2	1.0
	SD	1.06	0.53		0.83	0.64		0.84	0.45	-

Table 2.9 Continued		2014-2015			2015-2016			*2016-2017		
		Pre Course	Post Course	Change	Pre Course	Post Course	Change	Pre Course	Post Course	Change
H. Promoting the use of the most effective and appropriate technologies to support teaching and learning	Mean	2.50	3.33	0.83	2.53	3.67	1.13	1.4	3.2	1.8
	SD.	0.93	.087		0.83	0.62		0.55	0.84	-
I. Monitoring and evaluating the impact of the instructional program	Mean	1.88	3.44	1.56	2.27	3.33	1.07	1.8	3.4	1.6
	SD	0.99	0.53		0.88	0.72		1.30	0.55	-

\*Rating Scale: 0= None 1= Little 2= Some 3=Sufficient 4= Superior

### 3. CLAIM THREE DETAIL: Management

- Rutgers Educational Administration Ed.M. candidates shall demonstrate the basic skills, knowledge, and dispositions of quality management practice to enable them to administer the operation of New Jersey schools.*

#### a. Claim Three: Management GPA

(Relevant Courses during Academic Year - Program students only)

Table 2.10

M Ed Courses Relevant to Management				
Academic Year	GPA in Claim Relevant Courses			Courses Included:
	N	Mean	Std. Dev.	
2016-2017	33	3.98	0.09	Education Law, Personnel, School Finance, Decision Analysis, Internship I and II
2015-2016	34	3.97	0.17	
2014-2015	62	3.90	0.26	

Maximum grade = 4.0

#### b. Demonstration Task Performance

##### Management Leadership Demonstration Tasks

(By Academic Year - Program students only)

Table 2.11a

<b>Task: Assessment/Data/Problem Solving (230:615)</b> (**Note: New Task implemented in 2013-14)			
Year Course Taken	2014-2015**	2015-2016	*2016-2017
Number of Tasks Rated	11	11	7
Mean Rating	1.78	1.78	3.64
Standard Deviation	0.10	0.41	0.48

\*Rating Scale: 0= Not Acceptable 1= Partially Proficient 2= Proficient 3= Advanced Proficient 4= Superior

Table 2.11b

<b>Task: Public School Finance (230:520)</b>			
Year Course Taken	2014-2015	2015-2016	2016-2017
Number of Tasks Rated	5	8	6
Mean Rating	1.15	1.13	1.77
Standard Deviation	0.29	0.33	0.42

\*Rating Scale: 0= Not Acceptable 1= Partially Proficient 2= Proficient 3= Advanced Proficient 4= Superior



**c. Internship Mentor Ratings** – Submitted by mentors at the end of each Internship semester.  
 (By Year of Internship - Program students only)

Table 2.12

Management		2014-2015				2015-2016			*2016-2017		
		Change	Intern 1	Intern 2	Change	Intern 1	Intern 2	Change	Intern 1	Intern 2	Change
Number of Ratings			8	9		**1	**3		5	5	
A. Demonstrates ability to establish and maintain a safe and effective learning environment.	Mean	0.13	2.75	2.89	0.14	3.00	2.67	0.33	3.2	3.4	0.2
	S. D.		0.46	0.33		-	0.58	-	0.45	0.55	-
B. Demonstrates effective managerial practice in day-to-day school operations	Mean	0.23	2.63	2.78	0.15	3.00	3.00	0.00	2.8	3.0	0.2
	S. D.		0.52	0.44		-	0.00	-	0.45	0.71	-

\*Rating Scale: Not Observed 0= Not Acceptable 1= Partially Proficient 2= Proficient  
 3= Advanced Proficient 4= Superior

\*\*Based on available data

**d. Internship Student Self Evaluation of Knowledge and Skills**  
(By Year of Internship - Program students only)

Table 2.13

<b>ISLLC Standard 3: <u>Managing the Organization</u>:</b> An educational leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.											
		2014-2015			2015-2016			*2016-2017			
Number of Students		8	9		15	15		5	5		
<b>Knowledge/Skill Item</b>		<b>Pre Course</b>	<b>Post Course</b>	<b>Change</b>	<b>Pre Course</b>	<b>Post Course</b>	<b>Change</b>	<b>Pre Course</b>	<b>Post Course</b>	<b>Change</b>	
A. Monitoring and evaluating the management and operational systems	Mean	1.50	3.00	1.50	1.80	3.20	1.40	0.8	2.8	2.0	
	S. D.	0.76	0.87		0.68	0.68		0.84	0.45	-	
B. Obtaining, allocating, aligning, and efficiently utilizing human, fiscal, and technological resources	Mean	1.75	2.89	1.14	1.93	3.07	1.13	0.8	2.6	1.8	
	S. D.	0.71	0.78		0.80	0.70		0.84	0.55	-	
C. Promoting and protecting the welfare and safety of students and staff	Mean	2.13	3.11	0.98	2.20	3.40	1.20	2.4	2.8	0.4	
	S. D.	0.99	0.78		0.86	0.51		0.55	0.45	-	
D. Developing the capacity for distributed leadership	Mean	1.75	3.22	1.47	2.20	3.40	1.20	1.4	2.8	1.4	
	S. D.	0.71	0.97		0.86	0.63		0.55	0.45	-	
E. Ensuring teacher and organizational time is focused to support quality instruction and student learning	Mean	2.25	3.33	1.08	2.40	3.73	1.33	1.6	3.2	1.6	
	S. D.	1.16	0.71		0.83	0.59		0.89	0.45	-	

\*Rating Scale: 0= None 1= Little 2= Some 3=Sufficient 4= Superior

#### 4. CLAIM FOUR DETAIL: Context/Community

- Rutgers Educational Administration Ed.M. candidates shall demonstrate the basic skills, knowledge, and dispositions to enable them to function effectively within the varied contexts of schools within the State of New Jersey.*

##### a. Claim Four: Context/Community GPA

(Relevant Courses during Academic Year - Program students only)

Table 2.14

M Ed Courses Relevant to Context/Community				
Academic Year	GPA in Claim Relevant Courses			Courses Included:
	N	Mean	Std. Dev.	
2016-2017	23	3.96	0.14	Foundations of Educational Administration, Personnel, Educational Law, School-Community Relations
2015-2016	48	3.94	0.22	
2014-2015	15	3.87	0.30	

Maximum grade = 4.0

##### b. Demonstration Task Performance

##### Context/Community Demonstration Task

(By Academic Year - Program students only)

Table 2.15

Task: School Community Relations (230:505)			
Year Course Taken	2014-2015	2015-2016	*2016-2017
Number of Tasks Rated	11	11	8
Mean Rating	1.97	1.99	3.88
Standard Deviation	0.05	0.03	0.36

\*Rating Scale: 0= Not Acceptable 1= Partially Proficient 2= Proficient 3= Advanced Proficient 4= Superior

**c. Internship Mentor Ratings** Submitted by mentors at the end of each Internship semester.  
(By Year of Internship - Program students only)

Table 2.16

Context/Community	2014-2015			2015-2016			*2016-2017			
	Intern 1	Intern 2	Change	Intern 1	Intern 2	Change	Intern 1	Intern 2	Change	
Number of Ratings	8	9		**1	**3		5	5		
A. Demonstrates leadership abilities to mobilize resources and respond to diverse needs.	Mean	2.88	2.78	-0.10	3.00	2.67	-0.33	3.25	3.2	-0.05
	S. D.	0.35	0.44		-	0.58	-	0.5	0.45	-
B. Demonstrates skills to collaborate with families and communities.	Mean	2.88	2.78	-0.10	2.00	2.67	0.67	3.0	3.0	0
	S. D.	0.35	0.44		-	0.58	-	0.82	0.0	-
C. Demonstrates basic understanding of the larger political, social, economic and legal context.	Mean	2.75	2.78	0.03	3.00	2.67	-0.33	2.75	3.0	0.25
	S. D.	0.46	0.44		-	0.58	-	0.5	0.71	-

\*Rating Scale: Not Observed 0= Not Acceptable 1= Partially Proficient 2= Proficient  
3= Advanced Proficient 4= Superior

\*Based on available data

**d. Internship Student Self Evaluation of Knowledge and Skills**  
(By Year of Internship - Program students only)

Table 2.17a

<b>ISLLC Standard 4: <u>Collaboration and Community Engagement</u>: An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing resources.</b>										
		2014-2015			2015-2016			*2016-2017		
Number of Students		8	9		15	15		5	5	
Knowledge/Skill Item		Pre Course	Post Course	Change	Pre Course	Post Course	Change	Pre Course	Post Course	Change
A. Collecting and analyzing data and information pertinent to the educational environment	Mean	2.38	3.44	1.06	2.53	3.27	0.73	2.2	3.6	1.4
	S. D.	0.92	0.73		0.74	0.88		1.10	0.55	-
B. Promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources	Mean	2.13	3.11	0.98	2.33	3.40	1.07	1.8	3.0	1.2
	S. D.	0.64	0.78		0.82	0.51		0.84	0.71	-
C. Building and sustaining positive relationships with families and caregivers	Mean	2.63	3.44	0.81	2.67	3.47	0.80	2.2	3.0	0.8
	S. D.	1.06	0.73		0.82	0.52		0.84	0.71	-
D. Building and sustaining productive relationships with community partners	Mean	1.88	2.78	0.90	2.13	3.13	1.00	1.4	2.8	1.4
	S. D.	0.99	0.97		0.92	0.74		1.34	0.84	-

\*Rating Scale: 0= None 1= Little 2= Some 3=Sufficient 4= Superior

Table 2.17b

**ISLLC Standard 6: Understanding Contexts:** An educational leader promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

		2014-2015			2015-2016			*2016-2017		
Number of Students		8	9		15	15		5	5	
Knowledge/Skill Item		Pre Course	Post Course	Change	Pre Course	Post Course	Change	Pre Course	Post Course	Change
A. Advocating for children, families, and caregivers	Mean	2.50	3.67	1.17	2.53	3.40	0.87	2.0	3.0	1.0
	S. D.	0.76	0.50		0.92	0.51		0.71	0.0	-
B. Acting to influence local, district, state, and national decisions affecting student learning	Mean	2.00	2.67	0.67	2.00	3.13	1.13	1.0	2.2	1.2
	S. D.	1.07	1.00		1.00	0.52		0.71	0.84	-
C. Assessing, analyzing, and anticipating emerging trends and initiatives in order to adapt leadership strategies	Mean	1.88	3.11	1.23	1.93	3.20	1.27	1.4	2.8	1.4
	S. D.	0.64	0.60		0.96	0.86		0.55	0.45	-

\*Rating Scale: 0= None 1= Little 2= Some 3=Sufficient 4= Superior

## C. Evidence Relative To Individual CAEP Cross Cutting Themes

### Learning to Learn

As our training encompasses the academic preparation mandated by New Jersey as the first step in administrative certification, the examination of student learning is relevant for our entire inquiry process. Evidence of the initial capacity of our students to learn is presented in Section One above. Course grades, Claim GPAs, and GPAs at graduation for Program students further document learning performance. The most authentic measures of student learning can be found in the demonstration tasks completed by each student. Demonstration tasks are designed about specific administrative competencies. Students are taught the skill in the course and then asked to demonstrate their mastery by completing an authentic task. Both Program and Endorsement students complete demonstration tasks.

## **Multicultural Perspectives**

Although addressing multicultural perspectives is integrated throughout all activities and courses, it is particularly embedded in CAEP Inquiry Claims Two and Four. A review of the evidence presented above for these claims is appropriate for this theme. The most comprehensive training in multicultural perspectives is in our School-Community Relations course (Claim Four) and its associated demonstration task. Evidence relative to multicultural perspective can be found in other aspects of our inquiry. For example in Claim One – General Leadership:

- Demonstration Tasks for Foundations and Leadership/Communications (Tables 2.3a and 2.3b)
- Internship Mentor Ratings (Table 2.4)
- Internship Student Self- Evaluation (Tables 2.5a and 2.5b)

## **Technology**

It is impossible for a student to complete studies in either the Program or the Endorsement without technological competency. Technology permeates everything that students do from first applying for admission to applying for graduation and certification. All courses require technical skills with word processing, email and Internet usage. Many courses also require the use of presentation software and/or spreadsheets. For example, spreadsheet skills are fundamental to Assessment/Data/Problem Solving and Personnel courses.

Our courses are presented in a variety of formats. The entire Endorsement offering is online. Students must not only be able to communicate online with the instructor and other students, they must be able to use course delivery software to complete the course. The course delivery software includes downloading resources, accessing videos, participation in WIKIs and CHATS etc. Program courses can be offered in hybrid (online and in-person) and online formats. You cannot complete the Program without some experience and facility in both formats as Internship I is a hybrid courses and Internship II is entirely online.

Finally, the data collection mechanism for our inquiry process requires student technological skills. Students must be able to produce electronic artifacts, complete electronic forms and data collection instruments, and upload each to their electronic portfolios.

G. Verona

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