



RUTGERS GRADUATE SCHOOL OF EDUCATION

**EDUCATIONAL ADMINISTRATION
CERTIFICATION PROGRAMS**

January 2020

(September 1, 2018-August 31, 2019)

Section 1: Program Learning Goals

The following program learning goals are largely dictated by external accreditation requirements:

With alignment with N.J.A.C. 6A:9B-12.5 Principal and the Professional Standards for Educational Leaders 2015, detailed in N.J.A.C. 6A:9-3.4 Professional Standards for School Leaders (PSEL):

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?*

Standard 1. develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Standard 2. act ethically and according to professional norms to promote *each* student's academic success and well-being.

Standard 3. strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 10. act as agents of continuous improvement to promote *each* student's academic success and well-being.

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?*

Standard 1. develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Standard 4. develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5. cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7. foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 10. act as agents of continuous improvement to promote *each* student's academic success and well-being.

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?*

Standard 5. cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 9. manage school operations and resources to promote each student's academic success and well-being.

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?*

Standard 3. strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 8. engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Courses are also designed to align with 2016 CAEP (Council for Accreditation of Educator Preparation) Standards for Advanced Programs:

Standard A. 1. Content and Pedagogical Knowledge The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- Applications of data literacy; • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive school environments; • Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.

Section 2: Plans for Current 2019-2020 Academic Year

The program's ongoing plans involve tightening oversight of course quality for courses delivered by non-full time faculty. The program has established a consistent pool of part time professionals and graduate students who deliver specific courses. All part time faculty teaching courses in which Demonstration Tasks are embedded are required to have their students submit those assignments and rate those assignments using course-specific rubrics.

Beginning fall 2017, a new project site has been added to Sakai for the Educational Administration and Supervision faculty for the purpose of "housing" student data necessary for CAEP reporting and national accreditation. The site contains 9 class "folders," for each class specific demonstration task/s, as well as one additional "folder" for the final CAEP annual report (for each academic year).

Quality control continues to be maintained among PTLs who teach courses for which Demonstration Tasks are embedded, by maintaining responsibility for full time faculty of record to review and rate Demonstration Tasks. For example, while the Public School Finance course has been taught by Mark Weber, a doctoral student studying school finance, demonstration tasks produced by students in that class are reviewed and rated by Bruce Baker, the primary faculty member responsible for the teaching of school finance in the program.

Pursuant to CAEP recommendations, beginning fall 2016, the rubrics used to rate Demonstration Tasks have been expanded from a three-point to a five-point Likert scale.

Beginning fall 2017, syllabi for all courses and related rubrics for Demonstration Tasks have been revised to include and reflect the 2015 Professional Standards for Educational Leaders (PSEL) Standards.

Beginning January 19, 2018, a new collaborative initiative has been established between Rutgers and the Educational Services Commission of New Jersey Board of Directors. This collaboration enables a designated "advisory member" from the Rutgers Graduate School of Education to have a non-voting "seat" at monthly Board meetings along with 24 superintendents from all of the K-12 school districts in Middlesex County as well as 6 superintendents from school districts from other counties in New Jersey. This opportunity to collaborate with a multitude of K-12 school districts from all over the state has potential growth opportunities for all concerned. In particular, it can assist us in increasing enrollments in our Educational Administration and Supervision Programs.

Section 3: Program Syllabi

Syllabi for all courses are maintained in the ETPA department and specifically, syllabi for course in the certification program in Educational Administration are cross referenced to CAEP goals provided herein. Further, Demonstration Tasks for which descriptions and evaluation rubrics are provided herein are embedded in the courses referenced above.

Section 4: Methods

Ongoing data collection and analysis for the Educational Administration certification programs involves both use of extant data from university and GSE data systems and collection and evaluation of ratings on student performance tasks embedded in courses (referred to as Demonstration Tasks). The program also collects self-evaluation, instructor evaluation and supervisor evaluation from student internships. Select data sources and measures include the following:

Admissions Selectivity

Data Source: Graduate Student Manager

Measures:

GPA at admission

GRE's among matriculated students (over time and versus applicant pool)

Progress to Completion

Time to completion from first semester of program activity

Formative Performance Measures

Portfolio ratings (on Demonstration Tasks)

Course Grades/GPA

Summaries of the above measures are provided in the following section.

Section 5: Results and Discussion

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			Total Participants During Year
	New Admission Applications			
	Total Applied	Total Admitted	Actually Enrolled	
2018-2019	16	11	9	29
2017-2018	15	8	5	24
2016-2017	25	12	8	29

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 Completing	Number of Students Per Year Initially Began Course Sequence									
		2017 -18	2016 -17	2015 -16	2014- 15	2013 -14	2012 -13	2011 -12	2010- 11	2009 -10	earlier
2018- 2019	15	1	2	6	1	3					2
2017- 2018	8		1	2	3	0	2				
2016- 2017	7			2	1	1	1				2

Recent Supervisor's Endorsement Program Enrollments

Table 1.2a

Year		Total Students Enrolled During Year
2018-2019	Non Degree Endorsement	78
2017-2018	Non Degree Endorsement	46
2016-2017	Non Degree Endorsement	59

Completers of Supervisor's Endorsement Program

Table 1.2b

Year	Total completing	Number of Students Per Year Initially Began Course Sequence							
		2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	Earlier
2018-2019	56	11	28	10	4	1			2
2017-2018	60		14	29	6	7	2	1	1
2016-2017	54		12	26	8	5		1	

Recent Principal Endorsement Program Enrollments

Table 1.2c

Year		Total Students Enrolled During Year
2018-2019	Non Degree Endorsement	1
2017-2018	Non Degree Endorsement	2
2016-2017	Non Degree Endorsement	2

Completers of Principal Endorsement Program

Table 1.2d

Year	Total Completing	Number of Students Per Year Initially Entering Program							
		2018-19	2017-18	2016-17	2015-16	2014-15			
2018-2019	0	1							
2017-2018	0		1						
2016-2017	1				1				

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.
2018-2019	9	3.43	0.47
2017-2018	5	3.44	0.26
2016-2017	8	3.20	0.43

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.
2018-2019	71	3.79	0.25
2017-2018	46	3.89	0.16
2016-2017	*57	3.8	0.25

*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

Year Admitted	N	Mean	Std. Dev.
2018-2019	1	4.00	-
2017-2018	1	3.96	-
2016-2017	2	3.83	0.18

Grade Point Averages at Graduation for Program Students

Table 1.5

Program Graduation Year	Number of Students	Mean	St. Dev.
2018-2019	13	3.96	0.05
2017-2018	8	3.98	0.22
2016-2017	7	3.9	0.07

Maximum Grade = 4.0

Grade Point Averages at Completion for Supervisor Endorsement Students

Table 1.6

Endorsement Completion Year	Number of Students	Mean	St. Dev.
2018-2019	56	3.96	0.11
2017-2018	60	3.96	0.12
2016-2017	54	3.99	0.09

Maximum Grade = 4.0

Grade Point Averages at Completion for Principal Endorsement Students

Table 1.7

Endorsement Completion Year	Number of Students	Mean	St. Dev.
2018-2019	0	-	-
2017-2018	1	3.96	-
2016-2017	1	3.96	0.14

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

Program Graduation Year	Total Students Graduating	Number of Students Voluntarily Reporting SLLA Pass	Average Reported Score	Standard Deviation Of Reporters
2018-2019	15	1	178	-
2017-2018	8	4	182	4.54
2016-2017	7	3	177	8.90

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.	
2018-2019	36	4.0	0.0	Foundations of Educational Administration Leadership/Communication Educational Law Decision Analysis Internship I and II
2017-2018	41	4.0	0.0	
2016-2017	37	3.97	0.11	

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	*2016-2017	*2017-2018	2018-2019
Number of Tasks Rated	10	4	6
Mean Rating	3.94	4	3.75
Standard Deviation	0.27	0.0	0.83

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

Table 2.3b

Task: Leadership and Communication (230:501)			
Year Course Taken	*2016-2017	*2017-2018	*2018-2019
Number of Tasks Rated	14	7	9
Mean Rating	3.92	3.13	4
Standard Deviation	0.28	0.44	0.0

*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		2016-2017			2017-2018			2018-2019		
		Intern 1	Intern 2	Change	Intern 1	Intern 2	Change	Intern 1	Intern 2	Change
Number of Ratings		5	5		8	8		4	4	
A. Demonstrates awareness and understanding of the school's vision.	Mean	3.4	3.4	0	2.75	3.13	.38	3	3.5	.5
	S. D.	0.55	0.5	-	0.71	0.83	-	0.71	0.50	-
B. Demonstrates leadership abilities to implement the school's vision.	Mean	3.25	3.0	-0.25	2.88	3.13	.25	3	3.5	.5
	S. D.	0.5	0.71	-	0.64	0.64	-	0.71	0.50	-
C. As a leader acts in an ethical manner with integrity and fairness.	Mean	3.6	3.6	0	3.13	3.38	.25	3.75	3.5	-.25
	S. D.	0.55	0.55	-	0.64	0.71	-	0.43	0.50	-
D. Demonstrates the characteristics of a caring, empathetic leader.	Mean	3.6	3.6	0	2.88	3.25	.37	3.5	4.0	.5
	S. D.	0.55	0.55	-	0.64	0.71	-	0.50	0.0	-

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

**Based on available data

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.	
2018-2019	40	4.0	0.0	Foundations of Educational Administration, Personnel, Supervision, Internship I and II, Curriculum
2017-2018	28	4.0	0.0	
2016-2017	32	3.98	0.09	

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	*2016-2017	*2017-2018	*2018-2019
Number of Tasks Rated	74	77	90
Mean Rating	3.51	3.42	3.29
Standard Deviation	0.93	0.84	0.92

*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	*2016-2017	*2017-2018	*2018-2019
Number of Tasks Rated	88	70	81
Mean Rating	3.79	3.86	3.81
Standard Deviation	0.68	0.43	0.63

*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		2016-2017			*2017-2018			*2018-2019		
		Intern 1	Intern 2	Change	Intern 1	Intern 2	Change	Intern 1	Intern 2	Change
Number of Ratings		5	5		8	8		4	4	
A. Demonstrates ability to maintain an environment that supports student achievement and success for all students.	Mean	3.4	3.4	0	3.13	3.25	.12	3	3.5	.5
	S. D.	0.55	0.55	-	0.64	0.70	-	0.71	0.50	-
B. Demonstrates knowledge and understanding of effective instructional practices.	Mean	3.2	3.4	0.2	2.88	3.13	.25	3.5	3.5	0
	S. D.	0.45	0.55	-	0.64	0.83	-	0.50	0.50	-
C. Demonstrates ability to implement effective professional development.	Mean	3.0	3.2	0.2	2.57	3.0	.43	2.75	3.75	1.0
	S. D.	0.0	0.84	-	0.79	0.76	-	0.83	0.43	-

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

**Based on available data

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.	
2018-2019	30	4.0	0.0	Education Law, Personnel, School Finance, Decision Analysis, Internship I and II
2017-2018	42	4.0	0.0	
2016-2017	33	3.98	0.09	

Maximum grade = 4.0

b. Demonstration Task Performance

Management Leadership Demonstration Tasks

(By Academic Year - Program students only)

Table 2.11a

Task: Assessment/Data/Problem Solving			
Year Course Taken	*2016-2017	*2017-2018	*2018-2019
Number of Tasks Rated	7	10	5
Mean Rating	3.64	3.64	2.5
Standard Deviation	0.48	0.44	0.50

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

Table 2.11b

Task: Public School Finance (230:520)			
Year Course Taken	*2016-2017	*2017-2018	*2018-2019
Number of Tasks Rated	6	5	6
Mean Rating	1.77	3.75	4
Standard Deviation	0.42	0.43	0.0

*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		*2016-2017			*2017-2018			*2018-2019		
		Intern 1	Intern 2	Change	Intern 1	Intern 2	Change	Intern 1	Intern 2	Change
Number of Ratings		5	5		8	8		4	4	
A. Demonstrates ability to establish and maintain a safe and effective learning environment.	Mean	3.2	3.4	0.2	3.13	3.13	0	3.75	3.5	-.25
	S. D.	0.45	0.55	-	0.64	0.83	-	0.43	0.50	-
B. Demonstrates effective managerial practice in day-to-day school operations	Mean	2.8	3.0	0.2	3.13	3.13	0	3.0	3.75	.75
	S. D.	0.45	0.71	-	0.64	0.83	-	0.71	0.43	-

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

**Based on available data

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.	
2018-2019	24	4.0	0.0	Foundations of Educational Administration, Personnel, Educational Law, School-Community Relations
2017-2018	15	4.0	0.0	
2016-2017	23	3.96	0.14	

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	*2016-2017	*2017-2018	*2018-2019
Number of Tasks Rated	8	0	2
Mean Rating	3.88	-	4.0
Standard Deviation	0.36	-	0

*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	*2016-2017			*2017-2018			*2018-2019			
	Intern 1	Intern 2	Change	Intern 1	Intern 2	Change	Intern 1	Intern 2	Change	
Number of Ratings	5	5		8	8		4	4		
A. Demonstrates leadership abilities to mobilize resources and respond to diverse needs.	Mean	3.25	3.2	-0.05	3.0	3.25	.25	3.0	3.5	.5
	S. D.	0.5	0.45	-	0.63	0.89	-	1.0	0.50	-
B. Demonstrates skills to collaborate with families and communities.	Mean	3.0	3.0	0	2.86	3.25	.39	3.75	3.75	0
	S. D.	0.82	0.0	-	0.69	0.89	-	0.43	0.43	-
C. Demonstrates basic understanding of the larger political, social, economic and legal context.	Mean	2.75	3.0	0.25	2.63	3.0	.37	3.0	3.75	.75
	S. D.	0.5	0.71	-	0.92	0.76	-	0.71	0.43	-

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

*Based on available data

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)

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, beginning fall 2017, a new project site has been added to Sakai for the Educational Administration and Supervision faculty for the purpose of “housing” in electronic portfolios student

data necessary for CAEP reporting and national accreditation. The site contains 9 class "folders," for each class specific demonstration task/s, as well as one additional "folder" for the final CAEP annual report (for each academic year). This 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, which are then all uploaded to Sakai.

Section 6: Plan for Closing the Loop in the Next Academic Year

As accreditation criteria move toward “outcome” measurement beyond program completion, our program plans to implement tracking of our graduates by two means. First, we intend to begin an annual e-mail based, web-survey based check in of our graduate’s current career status, including the a) location of their employment, and b) job code (NJDOE or other state job classification) of their employment.

Secondarily, we intend to identify our current students and recent graduates in the statewide (NJ) public school district fall staffing reports held by NJDOE and typically released in the spring or summer following the collection. Once we have identified our students in the database, we are able to a) track their movement over time through career, job type and location moves and b) link our graduates based on their positions to a variety of other measures on the schools and districts in which they are employed.

Report for Option C

Section 1: Program Learning Goals

The Ed.M. in Educational Administration and Supervision, Option C, does not prepare students for certification. At the master's degree level, typical programs are offered for school principals, supervisors, and leaders in higher education. To obtain a master of education degree in administration and supervision within elementary or secondary education, students must choose one of the following options:

- Option A (39 credits) meets the requirements for New Jersey principal and supervisor certification.
- Option B (36 credits) prepares students for the principal certification only.
- Option C (30 credits) prepares students in general administration.

The program information on this page pertains to Option C (non-certification) only. The GSE also offers programs in [principal and supervisor certification \(Option A\)](#) and [principal certification \(Option B\)](#).

At present, program faculty are re-organizing the Option C program to better accommodate the changing applicant pool for that program. Over time, implicit tracks have emerged within Option C. Applicants have tended to pursue Option C with the following goals:

- Stepping stone to leadership positions within post-secondary education
- Degree completion for those currently holding K12 administrative certification
- Other (including private k12 school leadership)

Students pursuing Option C for either of the first two reasons will fall under the evaluation framework for Options A&B – k12 leadership as the majority of their coursework (setting aside the administrative internship) will overlap with those options. Those students will complete the formative performance tasks (Demonstration Tasks) embedded in coursework and will be administered the same follow-up tracking survey as Option A&B students. The remainder of this report therefore is dedicated to our proposed evaluation framework for the higher education focus within Option C.

The intent of the Higher Education track within Option C is to prepare individuals for intermediate level leadership positions in Higher Education institutions and systems. This program may also serve as a stepping stone toward doctoral studies in higher education leadership and policy.

Section 2: Plans for Current 2018-2019 Academic Year

The program faculty has recently made explicit, the option to focus on higher education leadership within Option C. As presently described, the Higher Education Focus includes at least five courses from the list below, determined by program. For relevant programs, one comprehensive/qualifying exam question can focus on higher education. Programs currently offering the Higher Education Focus include: Ed.M. in Educational Administration (Option C), Ed.M. in Social and Philosophical Foundations, Ed.D. in Educational Leadership and Ed.D. in Education, Culture, and Society.

Higher Ed Focus Course List:

- History of Higher Education I/History of Higher Education in the US 15:310:611/16:507:535
- Special Topic in College Student Affairs: Critical Perspectives in Higher Education/Diversity & Multiculturalism in Higher Education 15:245:642/16:507:515
- Special Topic in College Student Affairs: The American College Student 15:245:642
- Higher Education Law 16:507:520/15:230:606
- Higher Education Leadership -Theory, Research, Practice 16:507:530
- Higher Ed Finance 15:230:519/16:507:525
- Topics in Educational Administration: Diversity and the Politics of Higher Education 15:230:600

Additional Courses that are k-16 inclusive:

- Leading for Social Justice 15:203:609
- History of African American Education 15:310:561
- Race, Ethnicity, and Inequality: 15:310:512
- Ethics and Education: 15:310:537
- Gender in Education 15:310:540

Pursuant to CAEP recommendations, beginning fall 2016, the rubrics used to rate Demonstration Tasks have been expanded from a three-point to a five-point Likert scale.

Beginning fall 2017, syllabi for all courses and related rubrics for Demonstration Tasks have been revised to include and reflect the 2015 Professional Standards for Educational Leaders (PSEL) Standards.

Beginning fall 2017, a new project site has been added to Sakai for the Educational Administration and Supervision faculty for the purpose of “housing” student data necessary for CAEP reporting and national accreditation. The site contains 9 class “folders,” for each class specific demonstration task/s, as well as one additional “folder” for the final CAEP annual report (for each academic year).

Beginning January 19, 2018, a new collaborative initiative has been established between Rutgers and the Educational Services Commission of New Jersey Board of Directors. This collaboration enables a designated “advisory member” from the Rutgers Graduate School of Education to have a non-voting “seat” at monthly Board meetings along with 24 superintendents from all of the K-12 school districts in Middlesex County as well as 6 superintendents from school districts from other counties in New Jersey. This opportunity to collaborate with a multitude of K-12 school districts from all over the state has potential growth opportunities for all concerned. In particular, it can assist us in increasing enrollments in our Educational Administration and Supervision Programs.

Section 3: Program Syllabi

Syllabi for all courses are maintained in the ETPA department and specifically, syllabi for course in the certification program in Educational Administration are cross referenced to CAEP goals provided herein. Further, Demonstration Tasks for which descriptions and evaluation rubrics are provided herein are embedded in the courses referenced above.

Section 4: Methods

Ongoing data collection and analysis for the Option C Higher Education leadership focus will involve both use of extant data from university and GSE data systems and collection and evaluation of ratings on student performance tasks embedded in courses (referred to as Demonstration Tasks). Data include but are not limited to:

Admissions Selectivity

Data Source: Graduate Student Manager

Measures:

GPA at admission

GRE's among matriculated students (over time and versus applicant pool)

Progress to Completion

Time to completion from first semester of program activity

Students in the Option C Higher Education focus are required to take [two core courses](#), one of which includes a Demonstration Task. These students, like their classmates in Options A&B, will be required to submit a Demonstration Task (in Leadership and Communication Skills) for review. It is assumed that these students will focus their projects on higher education institutional contexts.

Section 5: Results and Discussion

Included in Section One: Basic Student Data

Section 6: Plan for Closing the Loop in the Next Academic Year

As accreditation criteria move toward “outcome” measurement beyond program completion, our program plans to implement tracking of our graduates by two means. First, we intend to begin an annual e-mail based, web-survey based check in of our graduate’s current career status, including the a) location of their employment, and b) job code (NJDOE or other state job classification) of their employment.

Secondarily, we intend to identify our current students and recent graduates in the statewide (NJ) public school district fall staffing reports held by NJDOE and typically released in the spring or summer following the collection. Once we have identified our students in the database, we are able

to a) track their movement over time through career, job type and location moves and b) link our graduates based on their positions to a variety of other measures on the schools and districts in which they are employed.

Report for Non-Degree Supervisor Endorsement

Section 1: Program Learning Goals

This program allows a student to take coursework that leads to New Jersey Department of Education certification as a supervisor within an elementary or secondary school setting. The program is not aligned to any specific degree program, does not lead to a degree of any kind, and is usually completed exclusively online. [The online and off-campus course schedule is available to view online](#). If students are interested in taking an endorsement course offered on the New Brunswick Campus, they must obtain special permission from the instructor.

Section 2: Plans for Current 2019-2020 Academic Year

The program's ongoing plans involve tightening oversight of course quality for courses delivered by non-full time faculty. The program has established a consistent pool of part time professionals and graduate students who deliver specific courses. All part time faculty teaching courses in which Demonstration Tasks are embedded are required to have their students submit those assignments and rate those assignments using course-specific rubrics. Beginning fall 2017, a new project site has been added to Sakai for the Educational Administration and Supervision faculty for the purpose of "housing" student data necessary for CAEP reporting and national accreditation. The site contains 9 class "folders," for each class specific demonstration task/s, as well as one additional "folder" for the final CAEP annual report (for each academic year).

Pursuant to CAEP recommendations, beginning fall 2016, the rubrics used to rate Demonstration Tasks have been expanded from a three-point to a five-point Likert scale.

Beginning fall 2017, syllabi for all courses and related rubrics for Demonstration Tasks have been revised to include and reflect the 2015 Professional Standards for Educational Leaders (PSEL) Standards.

Beginning January 19, 2018, a new collaborative initiative has been established between Rutgers and the Educational Services Commission of New Jersey Board of Directors. This collaboration enables a designated "advisory member" from the Rutgers Graduate School of Education to have a non-voting "seat" at monthly Board meetings along with 24 superintendents from all of the K-12 school districts in Middlesex County as well as 6 superintendents from school districts from other counties in New Jersey. This opportunity to collaborate with a multitude of K-12 school districts from all over the state has potential growth opportunities for all concerned. In particular, it can assist us in increasing enrollments in our Educational Administration and Supervision Programs.

3: Program Syllabi

Syllabi for all courses are maintained in the ETPA department and specifically, syllabi for course in the certification program in Educational Administration are cross referenced to CAEP goals provided herein. Further, Demonstration Tasks for which descriptions and evaluation rubrics are provided herein are embedded in the courses referenced above. Section 4: Methods

Ongoing data collection and analysis for the Educational Administration certification programs involves both use of extant data from university and GSE data systems and collection and evaluation of ratings on student performance tasks embedded in courses (referred to as Demonstration Tasks). The program also collects self-evaluation, instructor evaluation and supervisor evaluation from student internships. Select data sources and measures include the following:

Admissions Selectivity

Data Source: Graduate Student Manager

Measures:

GPA at admission

GRE's among matriculated students (over time and versus applicant pool)

Progress to Completion

Time to completion from first semester of program activity

Formative Performance Measures

Portfolio ratings (on Demonstration Tasks)

Course Grades/GPA

Summaries of the above measures are provided in the following section.

Section 5: Results and Discussion

Recent Supervisor's Endorsement Enrollments

Table 1.2a

Year		Total Students Enrolled During Year
2018-2019	Non Degree Endorsement	78
2017-2018	Non Degree Endorsement	46
2016-2017	Non Degree Endorsement	59

Completers of Supervisor’s Endorsement

Table 1.2b

Year	Total Completing	Number of Students Per Year Initially Began Course Sequence								
		2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	Earlier
2018-2019	56	11	28	10	4	1				2
2017-2018	60		14	29	6	7	2	1	0	1
2016-2017	54		12	26	8	5		1	2	

Most Recent Graduate Degree GPA of Applicants Admitted to the Endorsement

(Applicants to the Endorsement are required to have completed at least a master’s degree.)

Table 1.4b

Year Admitted	N	Mean	Std. Dev.
2018-2019	71	3.79	0.25
2017-2018	46	3.89	0.16
2016-2017	*57	3.8	0.25

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

Grade Point Averages at Completion for Endorsement Students

Table 1.6

Endorsement Completion Year	Number of Students	Mean	St. Dev.
2018-2019	56	3.96	0.11
2017-2018	60	3.96	0.12
2016-2017	54	3.99	0.09

Maximum Grade = 4.0

Instructional Leadership Demonstration Tasks

(By Academic Year – Program AND Endorsement students)

Demonstration Task Performance

Table 2.7a

Task: Curriculum and Instruction (310:500)			
Year Course Taken	*2016-2017	*2017-2018	*2018-2019
Number of Tasks Rated	74	77	90
Mean Rating	3.51	3.42	3.29
Standard Deviation	0.93	0.84	0.92

*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	*2016-2017	*2017-2018	*2018-2019
Number of Tasks Rated	88	70	81
Mean Rating	3.79	3.86	3.81
Standard Deviation	0.68	0.43	0.63

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

Section 6: Plan for Closing the Loop in the Next Academic Year

As accreditation criteria move toward “outcome” measurement beyond program completion, our program plans to implement tracking of our graduates by two means. First, we intend to begin an annual e-mail based, web-survey based check in of our graduate’s current career status, including the a) location of their employment, and b) job code (NJDOE or other state job classification) of their employment.

Secondarily, we intend to identify our current students and recent graduates in the statewide (NJ) public school district fall staffing reports held by NJDOE and typically released in the spring or summer following the collection. Once we have identified our students in the database, we are able to a) track their movement over time through career, job type and location moves and b) link our graduates based on their positions to a variety of other measures on the schools and districts in which they are employed.

Report for Non-Degree Principal Endorsement

Section 1: Program Learning Goals

This program allows a student to take coursework that leads to New Jersey Department of Education certification as a principal within an elementary or secondary school setting. The program is not aligned to any specific degree program, does not lead to a degree of any kind, and is usually completed at the New Brunswick campus with some online classes available.

Section 2: Plans for Current 2018-2019 Academic Year

The program's ongoing plans involve tightening oversight of course quality for courses delivered by non-full time faculty. The program has established a consistent pool of part time professionals and graduate students who deliver specific courses. All part time faculty teaching courses in which Demonstration Tasks are embedded are required to have their students submit those assignments and rate those assignments using course-specific rubrics.

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GPA at admission

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Progress to Completion

Time to completion from first semester of program activity

Formative Performance Measures

Portfolio ratings (on Demonstration Tasks)

Course Grades/GPA

Summaries of the above measures are provided in the following section.

Section 5: Results and Discussion

Recent Principal Endorsement Enrollments

Table 1.2c

Year		Total Students Enrolled During Year
2018-2019	Non Degree Endorsement	1
2017-2018	Non Degree Endorsement	2
2016-2017	Non Degree Endorsement	2

Completers of Principal Endorsement

Table 1.2d

Year	Total Completing	Number of Students Per Year Initially Entering Pro								
		2018-19	2017-18	2016-17	2015-16	2014-15				
2018-2019	0	1								
2017-2018	0		1							
2016-2017	1				1					

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

Table 1.4c

Year Admitted	N	Mean	Std. Dev.
2018-2019	1	4.00	-
2017-2018	1	3.96	-
2016-2017	2	3.83	0.18

Grade Point Averages at Completion for Principal Endorsement Students

Table 1.7

Endorsement Completion Year	Number of Students	Mean	St. Dev.
2018-2019	0	-	-
2017-2018	1	3.96	-
2016-2017	1	3.96	-

Maximum Grade = 4.0

