

IBHE Review Summary

EDS in Educational Leadership

1. Reporting Institution: Eastern Illinois University
2. Program Reviewed: Ed.S in Educational Leadership
3. Date:
4. Contact Person: Cliff D Karnes, Ed.D, Chair; 217581-6672 cdkarnes@eiu.edu

5. Overview

The EDS graduate program in the Department of Educational Leadership is authorized by the Illinois Board of Higher Education and accredited by the Illinois State Board of Education. This department is made up of two programs, the Master's (M.S) which may lead to a principal endorsement and the Ed. S that may lead to the Superintendent of Schools endorsement in the state of Illinois. Eastern Illinois University Department of Educational Leadership has been preparing quality candidates for school district superintendent positions for over fifty years. The EDS program is made up of 33 hours of coursework. This degree will provide the student an EDS and may qualify them to apply for a Superintendent Endorsement within the state of Illinois, if certain licensure requirements are met. This degree may also be used as an advanced degree without the Superintendent Endorsement. To receive the Superintendent Endorsement one must complete coursework, pass the required state exam and complete two semesters of field experience. Also, candidates must have current administrative experience, as required by ISBE. The Department of Educational Leadership is committed to working with the university and graduate school to support the goals and strategic initiatives. In addition, there is a commitment to also work beyond the university and provide service and support to the broader educational community in Illinois. A strong tradition of establishing and maintaining partnerships with the PK-12 school systems has been and will continue to be one of the major strengths of the Department.

The EDS program is one that continually aligns with the recently revised Educational Leadership Consortium Council (ELCC) Standards and responds to the present issues, culture and procedures needed to operate successful school districts.

As stated earlier, our program of study requires 33 semester hours, which includes a total of 9 courses and a full-year internship. The delivery format for our program is a combination of face to face and engagements through the utilization of Desire2 Learn. Desire2 Learn is a hosted Learning Management System, which allows the Department of Educational Leadership to deliver an enhanced learning experience for students in face-to-face, virtual,

and blended environments. D2L offers a variety of learning tools that encourage collaborative & activity-based learning along with interaction of users and materials, to engage and inspire learners.

The Personal Systems Development Model guides our Field Service Internship. There is a three-way partnership among the student, the university supervisor, and the host administrator. Students will assimilate their new administrative experiences into their already existing cognitive structures. Students will experience “hands-on” learning, keep logs of their activities and projects, analyze their work, and reflect on their experiences. The internship is designed for self-development for successful management, enhanced problem-solving abilities, and strong leadership.

Through the partnership with other members of the Illinois Council of Professors of Educational Administration we reviewed the current research regarding organizational issues and needs of the twenty-first century school systems. We carefully identified the skill sets that are needed by today’s superintendents and leaders to manage and operate school districts in a manner that will assure success for all students.

The Educational Leadership department has been not only utilizing the ISLLC (Interstate School Leader’s Licensure Consortium Standards but also now incorporates the ELCC standards to help guide them into the development of well-rounded and equipped leaders. These standards along with the Graduate School learning standards and the College of Education objectives have helped shape the curriculum and provide guidance throughout the maturation of the program.

The Department's faculty has been recognized for their active involvement and leadership in the major professional organizations aligned with school administration. Our faculty has been instrumental in influencing, supporting and contributing to the ongoing agenda focused on improving the educational arena in Illinois. Significant involvement of faculty members in action oriented research has contributed to guiding the direction and redirection of several educational initiatives. Faculty members have served in critical leadership roles at the regional, state and national levels.

6. Major Findings and Recommendations

- a. **Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal needs; (d) institutional context for offering the degree; and (e) other elements appropriate to the discipline in question**

Curriculum

Since the last report, the department has gone through a comprehensive analysis of the program and review of the EDS and superintendent preparation program pursuant to current ISBE-IBHE rules and regulations. This new program was presented to IBHE in Spring of 2017 with the implementation taking place in the summer of 2017. Many of the new requirements had been previously addressed in the department's annual improvement/review processes. Within this program revision, the EDS and superintendent endorsement program moved to a full year internship (field experience). This added time in the field experience correlates with the new standards for superintendents in the state of Illinois and ISBE. This additional time provides students with a complete picture of the overall leadership experiences required to function as a superintendent in today's school environment.

In addition to these items, the program offers the student a detailed background of PERA and Part 50 of the evaluation models for principals. With the implementation of these new rules throughout the state of Illinois, the program was forced to alter and evolve into providing the student with the needed background to be quality evaluators. With the state of Illinois changing the evaluation training from the Growth through Learning Model to a newly developed administrative academy, our students are provided the background for this training throughout multiple courses in the EDS program.

Program demand and success

Eastern Illinois University's Educational Leadership Program continues to see growth within the program. With the new realigned EDS program, the trend within the last five years has seen a steady growth from 45 students in the fall 2015 to 68 in the fall of 2019. This is over a 51% increase. With this increase in students, the EDS program definitely saw an increase in student demand for the new tract of the EDS along with the new improved guidelines within the EDS/Superintendent Program. Along with this increase in numbers we have offered more cohorts to meet the needs of the area. Our number of EDS cohorts have increased from 2 in 2015 to 5 in 2019. Along with this increase in numbers, a recent study conducted by the EDL Department, found that in the year of 2018-2019 school year that EIU EDL graduates held over 540 administrative positions within the state of Illinois. This data takes in both MSED and EDS programs. This data does not include graduates that are working in other leadership capacity roles due to our Teacher Leader program and other leadership opportunities that require administrative endorsements that are not specific to the EDS Program.

Productivity

Eastern Illinois University has continued to be productive in the area of equipping students for their EDS degree as well as the Superintendency. As mentioned in an earlier section, EIU's EDS program has seen a gradual increase since the adoption of the new approved

program. The student numbers have seen a 51% increase within the last 4 years. The data continues to reflect the productivity of our program in Central and Southern Illinois. We currently partner with eight Regional Offices of Education to bring the EDS program to their regions. Also, we have developed formal partnerships with two local school districts. Outside of the formal partnerships, we continue to work with multiple PK-12 institutions. Our program continues to be sought out and continues to be one that is producing great results through placement of graduates throughout the region and entire state.

b. Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement;

Evidence of Outcomes

The curriculum for the EDS in Educational Leadership has been established around the ISLLC standards, the ELCC standards, and the EIU Graduate School Learning Objectives to ensure the development of well-rounded and equipped leaders.

EDS Program Assessments and Links to ELCC Standards

	Name of Assessment	Type or Form of Assessment	When the Assessment is Administered
1	[Licensure assessment, or other content-based assessment]	Licensure Exam	End of the Program
2	[Assessment of content knowledge in educational leadership]	Course Grades	EDL 6600 - Organizational Development EDL 6700 - Planning and Evaluation of Instructional Programs EDL 6860 - School Finance
3	[Assessment of ability to develop supervisory plan for classroom-based instruction]	School Improvement	EDL 6650 – The Supt. Of Schools
4	[Assessment of internship/clinical practice]	Field Study Evaluation	EDL 6910 A-B -Field Experience in Administration
5	[Assessment of ability to support student learning and development]	Graduate Survey	End of Program
6	[Content-based assessment – application of content]	Action Planning	EDL 6650 – The Superintendent of Schools
7	Assessment of abilities in organizational management and community relations]	Simulations	EDL 6850 – School Plant Planning EDL 6870 - Professional Negotiation/Collective Bargaining in Education

ELCC STANDARD	APPLICABLE ASSESSMENTS
Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.	
1.1 - Develop a School Vision of Learning.	Assessment # 1, 2, 3, 4, 5
1.2 - Articulate a School Vision of Learning.	Assessment # 1, 2, 3, 4, 5
1.3 - Implement a School Vision of Learning.	Assessment # 1, 2, 3, 4, 5
1.4 - Steward a School Vision of Learning.	Assessment # 1, 2, 3, 4, 5
1.5 - Promote Community Involvement in School Vision.	Assessment # 1, 2, 3, 4, 5
Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	
2.1 - Promote a Positive School Culture.	Assessment # 1, 2, 3, 4, 5
2.2 - Provide Effective Instructional Program.	Assessment # 1, 2, 3, 4, 5
2.3 - Apply Best Practice to Student Learning.	Assessment # 1, 2, 3, 4, 5
2.4 - Design Comprehensive Professional Growth Plans.	Assessment # 1, 2, 3, 4, 5
Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	
3.1 - Manage the Organization.	Assessment # 1, 2, 4, 5, 7
3.2 - Manage the Operations.	Assessment # 1, 2, 4, 5, 7
3.3 - Manage the Resources.	Assessment # 1, 2, 4, 5, 7
Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	
4.1 - Collaborate with Families and Other Community Members.	Assessment # 1, 2, 4, 5, 7
4.2 - Respond to Community Interests and Needs.	Assessment # 1, 2, 4, 5, 7
4.3 - Mobilize Community Resources.	Assessment # 1, 2, 4, 5, 7
Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner	
5.1 - Acts with Integrity.	Assessment # 1, 2, 4, 5, 7
5.2 - Acts Fairly.	Assessment # 1, 2, 4, 5, 7
5.3 - Acts Ethically.	Assessment # 1, 2, 4, 5, 7
Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	
6.1 - Understand the Larger Educational Context.	Assessment # 1, 4, 5, 6, 7
6.2 - Respond to the Larger Educational Context.	Assessment # 1, 4, 5, 6, 7
6.3 - Influence the Larger Educational Context.	Assessment # 1,4, 5, 6, 7

ELCC STANDARD	APPLICABLE ASSESSMENTS
Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.	
7.3 - Candidates apply skills and knowledge articulated in the first six ELCC standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs.	Assessment #4

Assessment Data Linked to Graduate School Learning Objectives

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?
1. A depth of content knowledge including effective technology skills and ethical behaviors.	The Ed.S. Program has 3 content assessments (#1, #2, and #5) and 3 performance assessments (#3, #4, and #7) as outlined below. Detailed assessment descriptions, scoring guides, and data tables are housed on the department website.	Meet or exceed on scoring guide provided	<ul style="list-style-type: none"> State Test Certification Results: 1st Time 98% Pass 100% cumulative pass rate. (State rate 97%) Program Assessments: 100% Meets or Exceeds Faculty members are responsible for providing intervention techniques for students not meeting 12 EdS Graduates (17-18) 23 EdS Graduates (18-19)
2. Critical thinking and problem solving skills	The Ed.S. Program has 3 content assessments (#1, #2, and #5) and 3 performance assessments as outlined previously (#3, #4, #7). Detailed assessment descriptions, scoring guides, and data tables are housed on the department website.	Meet or exceed on scoring guide provided	<ul style="list-style-type: none"> 100% Meets or Exceeds Faculty members are responsible for providing intervention techniques for students not meeting
3. Effective oral and written communication skills	Assessments #3, #4, #5, #6, and #7 all have significant writing expectations which are assessed as outlined on the assessment description and scoring guides. Assessments #6 and #7 require formal presentations and demonstration of effective written and oral communication skills.	Meet or exceed on scoring guide provided	<ul style="list-style-type: none"> 100% Meets or Exceeds Faculty members are responsible for providing intervention techniques for students not meeting

4. Evidence of advanced scholarship through research and/or creative activity.	Assessment #6, Action Planning requires an extensive review of literature and development of a scientifically research based action plan on a selected area of concern. Assessment #4, Practicum, requires 4 major projects which require research into scientifically researched based practices.	Meet or exceed on scoring guide provided	<ul style="list-style-type: none"> • 100% Meets or Exceeds • Faculty members are responsible for providing intervention techniques for students not meeting
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Analysis and Modifications

After analyzing the data we received and stakeholder input through the program review and during our program redesign, we have made a few modifications to our current program. It is our belief that this will allow our program to continue to develop and meet the needs of our diverse student pool. One item we have modified is the internship (field experience). This item is one that we have expanded at the direction of the Superintendent Redesign Committee and Illinois State Board of Education. It is now conducted over two semesters during the school year. This allows the individual student to engage in more practical activities that give them a truer and more accurate picture of the Superintendentcy. For those students wishing to pursue their EDS degree but do not have the years of experience to be entitled or wish to seek the Superintendentcy, we have provided them an internship experience that will meet the specific desires of the individual student while involving our partner schools to make sure the projects align with not only the ELCC standards but reinforce and assist the needs of their individual educational entity. After the passage of the Evidence Based Funding Model in 2017, it was imperative that we as a Department modify our course structure and content. We have adjusted our course content specifically but not limited to items within EDL 6650, EDL 6860, EDL 6850. With this newly developed mechanism/formula for funding schools in Illinois and multiple school changes in case law, we as a department are continually working with our partners and stakeholder groups to update our course content. All of our department members work closely with the Illinois Principal Association, Illinois Association of School Administrators and two have served on the Superintendent Redesign Program throughout the state. We also have faculty involved in other continuous improvement processes for programs and organizations, including Charlotte Danielson Improvement Modules, Leadership Inventories, and Baldrige Excellence in Education pursuit. As a result of our collective efforts and the various data we have considered, the department has made significant improvements to our program, and has continual plans to address additional issues in the immediate future.

Opportunities for Program Improvement

The department sees significant opportunity for expansion and growth both in number of cohorts and the continual incorporation of technology within the delivering of the EDS and

EDS/Superintendency. The greatest challenge to taking the advantage of continual growth is the limited number of full-time faculty to teach and support the cohorts. The EIU Educational Leadership Department believes that more of an online presence is one that we see as a growth potential in the near future. As staff members become trained with the ability to convert specific curricular items to an online format, we believe the demographic availability will no longer be limited and will continue to evolve and change as the needs arise.

c. Description of actions taken since the last review, including instructional resources and practices, and curricular changes; and

The EDS in Educational Leadership program was first approved by the Illinois Board of Higher Education over fifty years ago to serve as a certification program in Educational Leadership. In 2017 the program was revised (including approval by IBHE and ISBE) to meet new ISBE standards and expectations. The program is offered both on campus and in a cohort model, in partnership with Regional Offices of Education, at approved locations across central and southern Illinois.

The department in conjunction with its University and PK-12 partners (teachers, administrators, and Regional Offices of Education) continues to review and tweak the curriculum to make sure that it continues to not only meet standards but is also relevant to the districts its graduates serve. Recently this has included changes to the coursework on teacher evaluation especially as it relates to what graduates need to know and be able to do to be quality evaluators (and meet state requirements for evaluating teachers). Also, as addressed earlier, we have adjusted curriculum to deal with the incorporation of the Evidence Based Funding Model within all aspects of the school finance topics that are covered in our curriculum.

The demand for new PK-12 school administrators continues to grow and requires innovative programs through P-20 partnerships. In order to meet the demand across our service regions, the department has increased its off-campus EdS cohorts, offered in conjunction with Regional Offices of Education, from two in 2015 to five in 2019.

While the primary delivery mode for this program continues to be face-to-face, several courses are now delivered in a technology delivered/on-line format with others incorporating a hybrid format to better meet the needs of our students, who are working full-time in K-12 schools.

d. Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes

The EIU Educational Leadership Department will continue to monitor the state and local assessment data to ensure candidates are gaining the knowledge to meet requirements for the EDS degree and Superintendent Entitlement. The department will continue to conduct detailed

analysis of the program's syllabi and assessments in order to make sure candidates are provided the content knowledge and practical experiences needed to meet the relevant standards and promote a positive impact on students and our PK-12 partner schools. This analysis includes an internal review of items such as our annual graduate student survey, course defined assessments, and the overall student database. This survey along with our continual input from our partners (ROE and PK-12) and defined assessments will continue to be a catalyst for continual improvement within the Educational Leadership Department. Some items we will continue to monitor are ELCC items that pertain to vision, diversity, school improvement, data informed decisions, educational innovation, school finance, school law, and continual teacher/administrative and program improvement/evaluation. Many of these items reflect the changes that are taking place in our field and aspects of an effective future educational leader.

As discussed in an earlier section defining program improvement, the department is also reexamining possible delivery modes of the program including expanding the use of technology/on-line delivery. This discussion will continue to focus on how to best meet the needs of students without jeopardizing program quality.

Finally, the Educational Leadership Department will continue to monitor the overall program demand. With the continual increase in numbers of EDS students and our limited number of faculty we continue to be concerned that we may be limiting the growth potential without increases in full-time faculty.

7. Responses to Institution-Assigned Issues – NOT APPLICABLE

8. Outcome

8.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended 7

8.2 Explanation – Provost Feedback

The program enrollment and graduation rates exceed IBHE benchmarks. The program and faculty are to be applauded for the observed enrollment growth. Additionally, the assessment plan and observed outcomes reflect EIU's priority to advance academic excellence. Finally, I agree with the Dean's assessment that the program meets an important state need—specifically training new school leaders. Like the MS, the program and faculty are encouraged to consider the program's market position relative to mode of delivery.