

REVIEW OF THE M.S. AND M.S.ED. IN EDUCATIONAL ADMINISTRATION

Classification of Instruction Programs (CIP) Code: 13.0401
Educational Leadership and Administration, General

OVERVIEW

The M.S. and M.S.Ed. in Educational Administration program at Illinois State University is housed in the Department of Educational Administration and Foundations within the College of Education. The Department houses three degree programs and three graduate certificate programs: M.S. in College Student Personnel Administration; M.S., and M.S.Ed. in Educational Administration, Ed.D., and Ph.D. in Educational Administration, Post-Baccalaureate Teacher Leader Certificate, Post-Master’s Graduate Certificate for Superintendent Endorsement in Educational Administration, Post-Master’s Graduate Certificate for Chief School Business Official. The M.S. and M.S.Ed. in Educational Administration program offers two sequences: principal sequence and teacher leader sequence. The last review of the M.S. and M.S.Ed. in Educational Administration program occurred in 2012-2013.

The M.S. and M.S.Ed. in Educational Administration program leads to the principal endorsement on a professional education license. The program is approved by ISBE and qualifies graduates for positions as principals and assistant principals, or in related or similar positions. The program’s conceptual framework is Practical Wisdom for Leaders: Connecting Theory to Practice, which encompasses the following beliefs:

- Teacher leader sequence
- Leadership preparation features a dynamic relationship between practice and scholarship.
- Courses blend themes of Leadership, Learning, and Social Justice in the context of Practical Wisdom.
- Faculty honor diverse voices and multiple perspectives.
- Graduates are partners in the field, building inclusive learner-centered communities.

Enrollment and Degrees Conferred, 2012-2019

the M.S. and M.S.Ed in Educational Administration, Illinois State University

First Majors Only

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|------|------|------|------|------|------|------|------|
| Enrollments, fall census day | 20 | 13 | 14 | 28 | 38 | 45 | 39 | 59 |
| Degrees conferred, graduating fiscal year | 16 | 25 | 16 | 0 | 7 | 6 | 16 | 13 |

Table notes:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The master’s and doctoral programs with concentrations in P-12 and Higher Education Administration at Illinois State University are focused on the preparation of individuals for leadership positions. International educational administrators are a welcome part of the program. Required courses in educational finance, education law, organizational planning, foundations, and research provide experiences that are oriented to students’ gaining critical understanding and multiple perspectives about educational organizations. With this expertise, graduates are prepared for leadership positions in colleges, universities, higher education organizations, P-12 schools and districts, educational associations, and agencies.

Students learning outcomes

A graduate from the Principal Preparation Sequence (PPS) will have developed the ability to approach challenges and opportunities in schools using multiple perspectives and leadership skills in order to:

1. Develop, articulate, implement, administer, and share with the school's community a vision focused on learning
2. Develop and sustain a building-wide instructional program that promotes students' learning and staff's professional growth
3. Manage a building's organization, operation, and resources to produce a safe, efficient, and effective learning environment
4. Work thoughtfully with families and community members by identifying and responding to a diverse array of community interests and needs and mobilizing community resources
5. Promote the success of all students in the building by acting with integrity, fairness, and in an ethical manner
6. Understand and respond to the political, social, economic, legal, and cultural contexts of the school and school district, the community, the state, and the nation
7. Identify and study problems of practice that reflect an understanding of administrative practice and/or theory and disseminate the results of that research to relevant audiences

Program curriculum (2018-2019)

The M.S. and M.S.Ed in Educational Administration program consists of two sequences: principal sequence and teacher leader sequence.

Principal Sequence (M.S. & M.S.Ed.)

This 36-hour sequence requires: 30 credit hours within the Department of Educational Administration and Foundations, and 6 hours of a capstone course. Candidates will prepare an individual student portfolio documenting all requirements established in the Department of Educational Administration and Foundations' Assessment System have been successfully met. This documentation includes multiple measures of knowledge, performance, and disposition standards.

Teacher-Leader Sequence (M.S. & M.S.Ed.)

This 33-hour sequence requires: 18 credit hours within the Department of Educational Administration and Foundations, and 9 credit hours from other units within the College of Education. Additionally, 6 credit hours of two-semester action research project and capstone courses. Students must have attained Advanced Graduate status to begin the capstone experience. Candidates will prepare an individual student portfolio documenting that all requirements established in the Department of Educational Administration & Foundations Assessment System have been successfully met. This documentation includes multiple measures of knowledge, performance, and disposition standards.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

Department faculty (Fall 2019)

18 tenure track faculty members (6 Professors, 10 Associate Professors, and 2 Assistant Professors)

17 non-tenure track faculty members (1 full-time, 16 part-time, totaling 5.50 FTE)

Specialized accreditation

During the period of review, the National Council for Accreditation of Teacher Education (NCATE) served as an accreditor of this program. NCATE has merged with Teacher Education Accreditation Council (TEAC) to form the Council for Accreditation of Education Preparation (CAEP). Department of Educational Administration and Foundations intends to renew CAEP (formerly NCATE) Accreditation for Advanced Programs and will put forward the Principal Preparation Sequence for Exemplary Program recognition by the University Council for Educational Administration (UCEA).

Changes in the academic discipline, field, societal need, and program demand

The current knowledge base on school leadership has greatly expanded in the last 20 years, revealing principal quality to be the second most influential school-level factor affecting student achievement, accounting for nearly 25 percent of a school's total impact. As a result of influential research and due to efforts of Illinois' educational stakeholders, in 2010 the Illinois General Assembly passed legislative reform eliminating general administrative licensure programs that prepared school leaders (i.e., Type 75). In place of the general, Type 75 license, the Illinois General Assembly implemented a PK–12 Illinois PEL Principal Endorsement, established new criteria for principal sequence and created a new licensure exam for principals. The PK–12 Illinois PEL Principal Endorsement enacted into law in 2010 increased the rigor and standards of enrolling and training principals statewide and shifted principal preparation programs' emphasis to instructional leadership. Nearly a decade after school leadership reforms were implemented, the Department of Educational Administration and Foundations is a leader in efforts to emphasize the importance of early childhood education in principal preparation.

- The department's programs have responded to the Illinois General Assembly's elimination of the Type 75 certification, discontinuing the General Administrative Post-Master's Certificate
- Expanded the redesigned principal sequence to include Instructional Support Personnel (Guidance Counselors, Social Workers) eligible for principal licensure
- The department's school leadership preparation has transitioned from school managers to instructional leaders to learning leaders
- The department responded to Illinois Report Card data illustrating marked change in Illinois schools' student demographics by revising curriculum to include additional Social Foundations of Education courses that address issues of diversity, equity, inclusion, identity, and social justice in the context of school leadership
- Curricular change in response to societal issues of economic and social injustice in educational leader preparation is largely faculty driven in the principal sequence, while more student-driven in the department's doctoral leadership sequences
- The allure of a fully distance-education graduate programs appears to be waning; this trend reversal is seen, for example, in the collapse of the Peoria area's fully-online Superintendent Endorsement program, while the department's traditional, face-to-face graduate program offerings enjoy significant growth in demand

Responses to previous program review recommendations

There were no recommendations from the previous review as the self-study committee anticipated legislative changes in school principal licensure.

Major findings

Strength of Partnerships. Interviews and longitudinal data analysis reveal how strong district–university partnerships have been crucial to the success of the district-to-university principal preparation pipeline. Many district and university partners, including the Department of Educational Administration and Foundations, report their respective, established, one-on-one partnerships as already strong because of mutual trust, understanding, and a common mission.

Student-Learning Opportunities and Support. Longitudinally, surveys of Department of Educational Administration and Foundations principal preparation cohorts reveal more than 75 percent of students report their internship experience provided them with opportunities to learn how to become an effective principal, irrespective of internship model. Survey results also suggest some difference across principal preparation students who completed the two types of internships. The department's intensive internship participants who report having received a formal observation were also more likely to have received a minimum of three to four formal observations by their mentor principal and faculty supervisor; students' traditional internship-model counterparts report receiving far fewer formal observations.

Students' Skill Development. In schools that hired IL-PART51 program graduates who completed the intensive internship (n = 2), scores from the "5 Essentials Survey" on effective leadership were higher in those schools, then decreased after those principals assumed the principalship. In contrast, in schools that hired an ILPART traditional principal (n = 7), schools had higher "5 Essentials Survey" scores two years after principal preparation program

graduates were hired, although research shows it may take two to four years to see these initiatives' impact. Regarding principal preparation program graduates' skill development, research results are inconclusive due to the small sample size.

Student Achievement. Student achievement tests reveal no detectable difference in either ELA or mathematics scores, either before or one year after hiring IL-PART principals and when examining student achievement in schools hiring principals who completed an intensive internship versus those that hired principals who completed a traditional internship. Due to limited years of available data, these "results" should be interpreted with caution. More precise evidence about the IL-PART program's effects will require longitudinal data from additional years of principals' employment.

Access to Intensive Internship. Although the intensive internship model is a key component of the redesigned Illinois principal preparation curriculum, in practice this option is not widely accessible to most candidates due to logistical constraints (i.e., geographic location and contractual obligations) and grant requirements that limit the intensive internship option to the three IL-PART partner school districts. For many districts and schools, an obstacle to the intensive internship has been the contractual release of staff during the internship experience. In interviews conducted during Year 2, school administrators expressed concern about the feasibility and impact of replacing teaching staff for a semester to fulfill intensive internship model requirements. Releasing full-time classroom teachers for no fewer than 15 consecutive weeks to intern in another school as a principal-in-training requires IL-PART participating districts think about implications for teacher evaluation, the availability of quality substitute teachers, and how best to use the intensive internship for succession planning to sustain a district's principal pipeline.

Principle Sequence Graduate Placement. All 44 department principal sequence graduates completed coursework, internships, and obtained certification; 25 (54 percent) have been appointed as principals and 19 (46 percent) returned to the classroom. PPS graduates who completed the intensive internship and later were hired as school administrators accepted positions in high-need school districts at rates equal to those of graduates who completed the traditional internship.

Future Assessment. The district's role after hiring an IL-PART-EAF graduate deserves greater attention, since induction support for new principals after completing their preparation program is key to their success.

Future Exemplary Actions. As subsequent students matriculate through the principal sequence, the program recognizes candidate placement rates will naturally decline as positions are filled. For this reason, department wants to consider exposing principal sequence graduates to other (instructional) leadership opportunities and offering them the necessary, sustained training and professional development in the interim as graduates wait for principalship vacancies to open.

INSPIRE Survey Data Findings. Although the Teacher–Leader Sequence has yet to realize its original intent, six years into program implementation of the revised Master of Science in P–12 Educational Administration, principal sequence, program enrollment increases steadily; indeed, so much so that department's principal sequence graduates have established a significant presence within Peoria schools. The Department's continued, strong partnerships with districts contributes significantly to a job placement rate of 82 percent of graduates of the first two principal sequence cohorts and 65 percent of the first three.

Features of the principal sequence that are working well include:

- Over the past five years, department faculty and leadership have re-focused on recruiting and retaining underrepresented P–12 leaders and future leaders, putting recruitment resources and partnership-building to work across Illinois. In response, for example, department has established a burgeoning partnership with Peoria 150 school district's diverse teaching workforce through which we aim significantly to increase underrepresented leadership capacity
- A reformed advising model that features faculty Cohort Leaders, peer-elected, student Cohort Captains, and student opportunities to participate in shared governance and contribute data to program faculty's decision-making
- Recruiting goals and strategies
- District partnerships and student-internship experiences

- The admissions process
- Job-placement outcomes
- Data-driven influencing of the field of school leadership
- The department has received multiple awards and recognition of the principle sequence program's excellence from partnership communities' members.

Features of the principal sequence in need of improvement include:

- Despite a renewed focus, the department can do better with recruitment and retention of a more diverse student body enrolled in the principal sequence
- Improved support and platforms for distance-learning opportunities
- Expand and strengthen statewide partnerships
- Continue to influence and affect state policy, particularly through findings on IL-PART generated by the Center for the Study of Education Policy, Illinois State University
- The department needs to develop a clear understanding of the methodology used by the Provost to make decisions regarding tenure-track faculty-line allocation so, in the very near term, the department can secure an adequate number of tenure-track faculty lines necessary adequately to deliver the principal sequence and other department graduate programs. In 2019, the greatly diminished total number of department tenure-track faculty continues dramatically to affect faculty members' teaching load, service responsibilities, and scholarly productivity. The department's present ratio of tenure-line faculty to program enrollment remains untenable.
- The program can do much more to fulfill their mission to "Develop people from diverse backgrounds for leadership opportunities in the state of Illinois and beyond." A primary barrier to that end is faculty are not now permitted to critique, assess, and evaluate the leadership-readiness or the dispositions of aspiring leaders without fear of retribution and student-grievances fueled by some program faculty. Thoughtful assessment of leadership-readiness is part of the department and Illinois State University moral and ethical obligation to the university, college, community college, and school constituencies throughout Illinois and beyond.

Initiatives and plans

The Department of Educational Administration and Foundations intends to insert the completion of the INSPIRE Survey as a pre-condition to completing the principal sequence's required internship experience

- Use of the department Principal Leadership Academy as a tool for service-learning opportunities for aspiring school leaders
- Without a significant influx of new, tenure-track faculty, graduate students will no longer adequately be served by the department or the institution. Given the precipitous decline in the department's total number of tenure-track faculty over the past 5 years, the number of now-retirement eligible, tenure-track faculty members creates urgent need for a significant influx of university-level support to hire faculty to serve the principal sequence and all of the department's graduate programs. The department will continue vocally to advocate for these vital resources, as will graduate students.
- Submit the department's principal sequence to be recognized as a UCEA Exemplary Program

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds M.S., M.S. Ed. in Educational Administration to be in Good Standing.

The Academic Planning Committee thanks the program for a comprehensive self-study report and commends the involvement of multiple stakeholders to generate data. The M.S., M.S. Ed. in Educational Administration is designed to prepare people of diverse backgrounds for leadership, activist, and advocacy roles in education. Program demand is largely driven by full-time practicing teachers who intend to become leaders in their institutions. The program offers three sequences: Principal (M.S.Ed), Teacher Leader (M.S.Ed.), and Educational Administration (M.S. and M.S.Ed.) and a post-baccalaureate Teacher Leader certificate. All three of the sequences are entitlement programs for teacher licensure through the Illinois State Board of Education (ISBE). By completing graduation requirements, students are eligible to apply for a Professional Educator License (PEL) Principal Endorsement with ISBE. The committee recognizes the program faculty for maintaining active membership in the University Council for Educational Administration and for operating as a tier-two institution of the Carnegie Project on the Education

Doctorate (CPED). The committee commends the program for being accredited by the National Council for Accreditation of Teacher Education (NCATE) during the review cycle and for pursuing continued accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

The committee notes that national and state-wide enrollments have decreased and commends the program for its success in stabilizing its enrollments through the development of off-campus cohorts. The committee also notes that the program faculty engage in a multifaceted approach to recruitment, including active use of social media to engage with alumni, community and school partners, and the community at large. We note that the partnerships with ISBE's Regional Offices of Education and school districts from a diverse set of rural and urban settings are a strength of the program. The committee encourages the program faculty to examine ways to increase enrollments through broadened marketing efforts and the continued development of additional cohorts.

The committee recognizes the program faculty's efforts to support student success. The committee commends the faculty for codifying of policies and procedures for students in the program's *Master's in Educational Administration Handbook*. We also recognize opportunities for student engagement through several co-curricular opportunities supported by program faculty. The committee notes that graduation rates are excellent and recognizes the diversity of positions in which their alumni are employed.

We commend your willingness to work with the department's subject liaison librarian to provide research assistance, collection development, and instruction. The committee is concerned regarding the short description provided in the Milner Library section and in particular, information related to resource selection, information fluency skills, and resource access and challenges. We encourage the program to work even more closely with the subject librarian in the development of this portion of the self-report to accurately record current efforts and partnerships as well as ensure library resource and instruction needs are being met.

The committee recognizes the program faculty for their commitment to diversity and inclusion as evidenced by actions the department has taken to promote an inclusive learning environment. The committee commends the diversity of the program faculty and their engagement in "difficult discussions" which have encouraged the development of a strong climate which recognizes the diverse cultural backgrounds among its faculty. The committee also recognizes faculty members for their contributions not only to the M.S., M.S. Ed. in Educational Administration program, but also to four other Illinois State programs/minors that focus on diversity, equity, and inclusion (e.g., holding affiliate faculty positions in Women's and Gender Studies, Latin American and Latino/a Studies, Ethnic Studies, and African American Studies; collaboration with the Dean of Students Office to offer *Power to the People: Learning and Leading for the Democratic Ideal*). We note that the program faculty hold elected leadership positions in international, national, state, and regional organizations; serve on the editorial boards of several major refereed journals with international readership; and edit or coedit multiple refereed international, national, and regional journals. The committee commends the program's support of the Center for the Study of Education Policy at Illinois State University, including the center's publication of two nationally recognized research journals, external grant success (with awards totaling \$6.3 million in grants and contracts), and partnerships with the National Board Resource Center and the Illinois Center for Specialized Professional Support, both at Illinois State University.

Follow-up Reports.

Assessment Plan. The self-study report outlines some of the elements of an assessment plan of student learning outcomes (e.g., student, graduate, alumni, and employer surveys); however the committee asks that the program faculty work with University Assessment Services to formalize a more complete and finalized plan that not only aligns with the standards of the relevant external bodies (e.g., ISBE, CAEP), but also provides meaningful information for faculty to use for program improvement. When the faculty compiles this plan, the committee suggests that faculty consider how the standards of external bodies are addressed through and aligned with the program courses and how student performance on various direct measures from those courses can be used to examine student learning in relation to those standards. Perceptions gathered from various stakeholders have provided valuable inputs for program planning, and additional indirect assessment strategies to consider may include systematic documentation of feedback already being gathered by faculty through informal contacts with students and alumni. Accordingly, the committee asks faculty to submit a revised assessment plan to the Office of the Provost by May 1, 2021.

Comparator and Aspirational Programs. The committee has included analyses of comparator and aspirational institutions in the self-study report outline to provide faculty members opportunities to consider the niche the program has among its peers and to gather information for program planning. The committee would like the program to revisit these two sections of the self-study. Although the faculty did provide a table of metrics from comparator institutions, no analysis or interpretation of these metrics was presented. The committee asks the faculty to expand the scope of their aspirational programs analysis through additional programs selected nationally (the self-study report selected one), along with a discussion of how these analyses have informed the strategic planning of the program. Accordingly, the committee asks faculty to revisit their discussions of comparator and aspirational institutions and to summarize findings of those discussions in a report submitted to the Office of the Provost by May 1, 2021.

Evaluate the efficacy of continuing the Teacher-Leader Endorsement. The self-study report notes that there are no defined enrollment targets for the Teacher-Leader Endorsement of the program. The committee asks that the program faculty reevaluate the demand for this endorsement and have discussions about its continued viability. If the decision is made to retain this endorsement, the committee asks that the program faculty develop a recruitment and retention plan as well as a review of curricular issues that may impact the delivery of the endorsement (e.g., whether online or hybrid delivery of courses may be beneficial). Accordingly, the committee asks faculty to revisit their discussions of this endorsement and to summarize findings of those discussions in a report submitted to the Office of the Provost by May 1, 2021.

Recommendations.

The Academic Planning Committee thanks faculty members of the M.S., M.S. Ed. in Educational Administration program for the opportunity to provide input regarding educator preparation at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Educational Administration faculty members. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for recruitment and enrollment growth. The committee supports faculty efforts to explore further expansion of program enrollment during the next program review cycle. The committee encourages the program to develop and implement a plan for student recruitment and retention, including in the plan strategies for maintaining enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline. Some elements of a recruitment plan have already been identified by faculty in its self-study report, including continuing to develop more partnerships and cohorts among Illinois school districts. The committee recommends that the program work with University Marketing and Communications to pursue additional methods of recruiting.

Develop a plan for curricular review and revisions. The committee encourages faculty to complete a comprehensive review of coursework in the M.S., M.S.Ed. in Educational Administration program as they prepare for CAEP accreditation. As part of this review, the committee asks that the program faculty include insights from their examination the curricula of comparator and aspirational programs. Additionally, the committee recommends that the program faculty continue to monitor requests for curricular exceptions and time-to-degree statistics. We also recommend that the program develop processes that will allow improved tracking of student scholarship activities.

Increase coordination with Milner Library. We recommend faculty work with the department's subject liaison librarian to examine and evaluate the library's journals and monograph collection related to Educational Administration and Foundations to aid in both the selection and deselection process of these sources, particularly given faculty desire to incorporate interdisciplinary curricula related to leadership, equity, and inquiry. We also recommend the program work with the subject librarian to develop tiered information fluency learning outcomes for the department, align those outcomes to the curriculum, and integrate those outcomes into the student learning outcomes assessment plan for the program.

Develop a recruitment and retention plan for faculty. The committee recognizes the decrease in tenure track faculty and relatively high ratio of non-tenure track to tenure track faculty during the period under review. We note that a decline in faculty scholarly productivity in 2016 corresponded with a drop in faculty, but also note that these activities have rebounded and have demonstrated a positive trajectory since that time. The committee recommends

the development of a formal plan for faculty recruitment and retention. Additionally, the committee asks the program to review the graduate faculty status of their eligible faculty members.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages the program to continue to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue its development and implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.