

Summary of the Case (from the Inquiry Brief Proposal)
Rutgers, The State University of New Jersey—Camden Campus
Educational Policy and Leadership Concentration¹
Audit Dates: November 5-8, 2008

The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.

Authorship and Approval of the Inquiry Brief Proposal:

The *Inquiry Brief proposal* was written by Gloria Bonilla-Santiago, Russell Harrison, Richard Harris, and Wanda Garcia, and was approved by the Department at a faculty meeting on February 20, 2008.

Introduction:

The EPLC provides graduate-level training to students interested in pursuing school leadership positions through the Department of Public Policy and Administration. Students enroll for two years as full-time students or for four years as part-time students and graduate with an MPA degree and eligibility for three New Jersey administrator endorsements: (1) school administrator, (2) principal, and (3) supervisor. The EPLC was developed as a pilot program in 2003 and graduated its first cohort of students in 2005.

The Educational Policy and Leadership Consortium is an integral part of Rutgers-Camden's efforts to strengthen preK-12 education in Camden City and the southern region of New Jersey. The EPLC developed out of the efforts of Dr. Gloria Bonilla-Santiago Board of Governors Distinguished Service Professor. Dr. Bonilla-Santiago is the Founder/Director of the Center for Strategic Urban Community Leadership and has focused her academic and professional efforts to revitalizing the communities and schools of Camden, the nation's second poorest city. As part of these efforts, in 2003, the Camden Board of Education approached Dr. Santiago to engage in a partnership with them to increase the pool of qualified principals available within Camden City schools. As a result, the EPLC was designed by the faculty of the Department of Public Policy and Administration at Rutgers-Camden in collaboration with the Center for Strategic Urban Community Leadership . A first cohort of 17 students were admitted in fall 2003. In addition to admitting cohorts of students from the Camden City schools, the EPLC works with Peace Corps USA to bring Peace Corps alumni into the field of education and has partnered with the LEAP Academy University Charter School to build leadership capacity in the community. Over the years, other students have also enrolled individually and this year, the Camden Board of Education is partnering with the program

to support a new cohort of 16 aspiring principals with a commitment to sponsor a second cohort of 16 students beginning in Fall 2009.

Claims:

The EPLC has made four claims of its graduates, aligned with TEAC *Quality Principle I*, the New Jersey Professional Standards for Teachers and School Leaders, and the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders.

1. Students master the concepts and skills needed to lead and manage schools efficiently, effectively, and ethically. These skills include policy analysis, organizational theory and methods, human resource management, budgeting and finance, and legal principles.

Claim 1 is aligned with TEAC *Quality Principle 1.1* and *1.2*, New Jersey standards 1-6, and ISLLC standards 2, 3, and 6. It is assessed by grades in five required courses, School Leaders Licensure Assessment (SLLA) Evaluation of Actions 1 Section, and PROFILOR Thought Leadership Content Focus Area internship assessment.

2. Students demonstrate the knowledge and skills needed to supervise instruction, manage and lead personnel, conduct qualitative analysis, and communicate with key communities of stakeholders.

Claim 2 is aligned with TEAC *Quality Principle 1.1* and *1.3*, New Jersey standards 1-6, and ISLLC standards 1-4. It is assessed by grades in four required courses, the School Improvement Project (from the Capstone course), and PROFILOR Instructional Leadership and Organizational Growth Content Focus Area internship assessment.

3. Students demonstrate intellectual engagement, love for learning, and the ability to apply critical thinking, research, reasoning skills and information technology to enhance productivity, conduct quantitative analysis, and use computer-based analysis and communication.

Claim 3 is aligned with TEAC *Quality Principle 1.1* and *1.3*, New Jersey standards 1-5, and ISLLC standards 5 and 6. It is assessed by grades in three required courses, SLLA licensure test Analysis of Information and Decision-making Section, and PROFILOR Results Leadership Content Focus Area internship assessment.

4. Students master the concepts and skills needed to advocate, nurture, and sustain a school culture and instructional program to promote student learning and the professional growth of all teachers and staff.

Claim 4 is aligned with TEAC *Quality Principle 1.1*, *1.2*, and *1.3*; New Jersey standards 1-6, and ISLLC standards 1-3. It is assessed by grades in four required courses, SLLA licensure test Evaluation of Summary of the Case: Rutgers, The State University of New Jersey—Camden Campus
©TEAC ♦ One Dupont Circle ♦ Suite 320 ♦ Washington, DC ♦ 20036 ♦ 202/466-7236 ♦
www.teac.org

Actions II and Synthesis of Information and Problem-solving section, and PROFILOR Personal Leadership content Focus Area internship assessment.

Evidence in support of the claims:

The evidence that will support Rutgers-Camden EPLC claims include four categories:

1. Grades of A or B in relevant required courses. (For Claim 1, these are Foundations of Policy Analysis 501, Law and Public Policy 503, Public Budgeting and Finance 515, Public Management 525, and a new Law and Finance Issues in Education 600, which will be piloted in Spring 2009. For Claim 2, these are Human Resource Management 557, Executive Leadership and Communication in Education 558, the Capstone Course: Educational Leadership and Policy 612, and Supervision of Instruction 522. For Claim 3, these are Research Methods 535, Public Information Systems 338, and Models for Planning and Policy 545. For Claim 4, these are Entrepreneurship and Innovation in Education 546, Creating a Culture of Continuous Improvement 547, Developing Curriculum for Deep Learning 548, and Curriculum Leadership 549.)
2. School Leaders Licensure Assessment (SLLA), with ratings of various sections applied as evidence for meeting three of the four claims: Evaluation of Actions I section for Claim 1; Analysis of Information and Decision-making Section for Claim 3; and Evaluation of Actions II and Synthesis of Information and Problem-solving sections for Claim 4.
3. Internship ratings on the PROFILOR for various sections applied as evidence for meeting the four claims: Thought Leadership Content Focus Area for Claim 1; Instructional Leadership and Organizational Growth Content Focus Area for Claim 2; Results Leadership Content Focus Area for Claim 3; and Personal Leadership Content Focus Area for Claim 4.
4. Ratings for the School Improvement Project from the Capstone Course as evidence for meeting Claim 2.

Faculty plan to establish the validity of the assessments by performing correlations between various ratings and raters and to establish reliability by examining the consistency and precision of the measures.

Internal audit:

Three faculty, one staff, and one graduate student conducted the internal audit of the Quality Control System by examining the seven elements in the TEAC Capacity Standards 4.0. They tracked evidence by using data from the entire first cohort of 17 students. The conclusion of the internal audit is that the

Summary of the Case: Rutgers, The State University of New Jersey—Camden Campus
©TEAC ♦ One Dupont Circle ♦ Suite 320 ♦ Washington, DC ♦ 20036 ♦ 202/466-7236 ♦
www.teac.org

Quality Control System for the Educational Policy and Leadership Concentration generally works as intended. Faculty and administrators have engaged in conversations about scheduling core courses, faculty workloads, and number of students per class. The program will secure a full-time faculty position in educational leadership and has plans to develop a doctoral level program in community development that will lead to new faculty lines.

Commitment:

In each category of Evidence of Capacity, the faculty reviewed evidence to show that the Educational Policy and Leadership Concentration and other graduate programs at Rutgers-Camden were comparable and that the program has the capacity to provide a quality program. The faculty concluded that the institution is committed to the program and that it has parity within the institution.

¹ **The program includes options in the following areas and New Jersey, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates:**

The Educational Policy and Leadership program includes options that lead to eligibility for New Jersey administrator endorsements for school administrator, principal, and supervisor. The state, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates.