

I. Status of 2012-2013 Adopted Improvement Actions: Masters in Education, Educational Leadership

1. AY 12-13 Adopted Improvement Action 1:

Improved supervision during the internship:

1. Design a plan that will meet program needs and attract and keep qualified personnel
2. Advertise a part time position
3. Interview and hire staff
4. Train and supervise staff
5. Evaluate the effectiveness of the intervention

Evidence and Implementation details for improvement action 1:

Upon discussion with the Steering Committee and the Program Coordinator, it was determined that the ideal candidate to serve as supervisor for EDEL 610 internship would be a graduate of the program who has educational experiences after the completion of the program. However, finding this individual can be difficult. The College of Education continues to advertise for a part time position for additional supervision. During the spring semester 11-12, we were able to hire a MEL graduate who conducted the supervision. She met with the coordinator who trained her to provide the needed supervision. The program continues to find ways of improving the supervision.

Evidence for this action may be found in [Appendix D](#). Evidence includes:

1. Notice of Hire
2. Meeting notes that emphasize the importance of training

2. AY 12-13 Adopted Improvement Action 2:

Review all syllabi:

1. Submit all current syllabi to curriculum committee
2. Respond to all suggested changes
3. Revise as needed

Evidence and Implementation details for improvement action 2:

Based on the Accreditation Steering Committee's recommendation, the program coordinator and one faculty members examined all syllabi for the MEL program to determine if there was uniformity, all required information was included, learning outcomes were aligned with assignments and each syllabus contained current information. It was found that several

syllabi needed minor corrections. Upon completion of this task, all 10 syllabi were forwarded to the College of Education Curriculum Committee (Chairperson Dr. Clay Keller) and Dr. Nancy Allen Consultant for Accreditation in the College of Education.

Evidence for this may be seen in [Appendix E](#) and includes:

1. Email detailing syllabus work
2. Email showing that modified syllabi were delivered to both Dr. Nancy Allen (Accreditation) and Dr. Clay Keller (Curriculum Committee Chair).
3. Link to revised syllabi [<https://www.taskstream.com/ts/manager204/EDELSyllabi>]

II. Status of Improvement Actions Adopted before the 2012-2013 AY:

1. AY 10-11 Adopted Improvement Action 1:

Target achievements levels should be reviewed to decide if they are realistic. Target achievement levels are higher in this program than in the undergraduate programs

Evidence and Implementation Details for AY 10-11 improvement action 1:

The Accreditation Steering Committee spent significant time discussing the target levels for all graduate programs in the College of Education. The MEL program coordinator and faculty teaching in the program provided input to the committee after discussing the target levels. The decision was made that the target levels should be higher for graduate programs. Therefore, the target levels for the MEL program increased from 80% to 90%. Evidence is available in meeting minutes and revised checkpoint chart, provided in [Appendix F](#).

2. AY 10-11 Adopted Improvement Action 2:

All rubrics should be closely examined to determine if they are measuring the intended program learning outcomes.

Evidence and Implementation Details for AY 10-11 improvement action 2:

The program coordinator and all faculty members teaching in the MEL program were asked to examine each rubric that they were using for assessment in their courses to determine if these were measuring the intended program learning outcomes. Faculty met to discuss the rubric and several were identified that needed to be improved. These rubrics were changed in order to better assess the program outcomes. The rubrics involved were: EDEL 610 Final Project; EDEL 605 PD Plan; EDEL 608 PD Report; EDEL 604 Curriculum Unit. All of these rubrics are available in [Appendix G](#).

3. AY 10-11 Adopted Improvement Action 3:

Instructors for the courses in which target achievement levels were not met should discuss with other program faculty and the program coordinator to identify reasons for failure to meet target and whether it is something that should be addressed

Evidence and Implementation Details for AY 10-11 improvement action 3:

The program coordinator examined all target achievement levels to determine if there are areas that are not met. There were two areas where students do not achieve the 80% target. These were:

- 1) Apply knowledge of curriculum theory and practice to design and evaluate curriculum.
- 2) Use multiple, research-based strategies to support teaching and learning.

Both areas assessed 9 students resulting in 78% for both target. Considering only 9 students were assessed and only one student scored low on both these areas, the decision was made not to take any action at this time.

4. AY 10-11 Adopted Improvement Action 4:

Although all Target achievements levels were met in EDEL 610, the program coordinator sees a need to examine more closely student performance throughout the internship.

Evidence and Implementation Details for AY 10-11 improvement action 4:

The target levels for in the EDEL 610 Internship were met. The program coordinator has a concern regarding the supervision of the candidates because of the difficulty of visiting schools that are gender segregated. There is a need for closer supervision throughout the internship and not only the target achievement levels. This will better meet the needs of the candidates as they develop and face challenges throughout various times during the internship. This will require hiring supervision staff.

5. AY 10-11 Adopted Improvement Action 5:

All scoring rubrics should be converted to a 4-point scale.

The program coordinator and faculty members who teach in the MEL program checked every rubric that is used in the MEL program. Several rubrics were still using a three-point scale. The instructor using these rubrics was asked to convert these to a four-point scale. Upon completion, the program coordinator reviewed the corrected syllabi. Currently, all rubrics used within the MEL program have been converted to a four-point scale. Evidence can be found by examining any rubric used in the program, rubrics on Taskstream provide evidence of this improvement.

Evidence and Implementation Details for AY 10-11 improvement action 5:

All rubrics in the program have been converted to a 4-point scale. Evidence for this may be viewed at [<https://www.taskstream.com/ts/manager204/EDELRubrics>].

6. AY 10-11 Adopted Improvement Action 6:

Instructors should receive training on how to score candidate contributions to Taskstream™.

Evidence and Implementation Details for AY 10-11 improvement action 6:

The program coordinator is responsible for assuring that all required program assessments are loaded and scored on Taskstream are completed. Faculty members are provided with Taskstream training and can request additional help from the IT department in the College of Education (see due date chart, [Appendix H](#)). The program coordinator communicates with faculty members regarding due dates and provides assistance when needed. Faculty members who are responsible for Taskstream assessments sit with the program coordinator to discuss the rubric and the assessment process. Faculty members are asked to examine the rubrics and the assessment process continuously. To date, all faculty members are trained and last semester were 100% compliant with their Taskstream assignments ([Appendix H](#)).

7. AY 10-11 Adopted Improvement Action 7:

Candidates should post assignments online (Taskstream™) for online scoring.

Evidence and Implementation Details for AY 10-11 improvement action 7:

The dean, department head and program coordinator were active in identifying faculty members who had not yet scored all their assignments in Taskstream. These faculty members were provided training regarding how to use Taskstream and assess assignments that are used to assess Student Learning Outcomes. Students are provided Taskstream training in the first few weeks of their first semester in the program. An examination of the Taskstream site will provide evidence of both candidates uploading assignments and faculty assessing candidates' work. This year we are at 100% compliancy ([Appendix H](#)).

III. Other Improvement Actions implemented by program during Current AY:

1. Other Non-recorded Improvement Action 1:

Dispositions for the program were aligned with the standards of the Educational Leadership Constituents Council (ELCC) and key assignments through which students could learn and demonstrate dispositions were identified. A rubric was developed to assess dispositions.

Evidence and Implementation Details for improvement action 1:

[Appendix I](#) provides the dispositions chart and rubric and also minutes of the meeting in which they were discussed and approved.

Appendix A

Summary: Implementation Status of 2012-2013 Adopted Improvement Actions

<< Please provide in the status report table a summary of the improvement actions' implementation status. >>

Report Date	#	Improvement Action Statement	Associated SLO* / OE**	Rationale for the Action (link to Assessment)	Action / Step*	Date of Implementation		Used Resources		Current Status & Notes	Reference to Evidence
						Planned	Actual	Financial	Others		
2012-2013	1	Improved supervision during the internship	1-8	Will help us more accurately assess the final attributes of the candidates	1. Design a plan that will meet program needs and attract and keep qualified personnel 2. Advertise a part time position 3. Interview and hire staff 4. Train and supervise staff 5. Evaluate the effectiveness of the intervention	Sept. 2012		\$153.84		Still needs improvement	Appendix D

2012-2013	2	Review all syllabi	1-8	Ensure that all learning outcomes are being taught and assessed in a substantive way	1. Submit all current syllabi to curriculum committee 2. Respond to all suggested changes 3. Revise as needed	October 2013	December 2013	None	None	All Syllabi was reviewed and changes were made to assure uniformity. Syllabi were submitted to the CED Curriculum Committee (and Dr. Nancy Allen Consultant for Accreditation in the College of Education. Currently waiting for suggested changes.	See https://www.taskstream.com/ts/manager204/EDELRubrics
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Appendix B

Summary: Implementation Status of Improvement Actions Adopted before the 2012-2013 Academic Year

Report Date	#	Improvement Action Statement	Associated SLO* / OE	Rationale for the Action (link to Assessment)	Action / Step	Date of Implementation		Used Resources		Current Status & Notes	Reference to Evidence**
						Planned	Actual	Financial	Others		
2010-2011	1	Target achievements levels should be reviewed to decide if they are realistic. Target achievement levels are higher in this program than in the undergraduate programs	1-8	Setting target levels higher provides more realistic view of achievement	Target achievement levels were reviewed and increased from 80% to 90%. Evidence is available on checkpoints and reports.	Fall 2011	Fall 2011	None	None	Completed	Checkpoint chart (Appendix F)
2010-2011	2	All rubrics should be closely examined to determine if they are measuring the intended program learning outcomes.	1-8	Provide more specificity to assessment data	Faculty were engaged in examining and modifying rubrics	Fall 2011	Fall 2011	None	None	Ongoing	https://www.taskstream.com/ts/manager204/EDELRubrics

2010-2011	3	Instructors for the courses in which target achievement levels were not met should discuss with other program faculty and the program coordinator to identify reasons for failure to meet target and whether it is something that should be addressed	7, 8	Focus on weakest areas	Faculty were engaged in examining assessment data	Fall 2011	Fall 2011	None	None	Ongoing	Improved meeting of these standards (APLOA Annual Reports)
2010-2011	4	Although all Target achievements levels were met in EDEL 610, the program coordinator sees a need to examine more closely student performance throughout the internship	1-8	Provides for more accurate candidate assessment in their final semester	Still a problem area that needs improvement	Fall 2011	Incomplete	\$153.84	None	Ongoing	Appendix D
2010-2011	5	All scoring rubrics should be converted to a 4-point scale	1-8	Allows for meaningful aggregation of data	All scoring rubrics were reviewed and converted to a 4-point scale.	Fall 2011	Fall 2011	None	None	Completed	https://www.taskstream.com/ts/manager204/EDEL/Rubrics
2010-2011	6	Instructors should receive training on how to score candidate contributions to Taskstream™.	1-8	Essential for data analysis and management	Emphasis by department heads, coordinators, and dean			None	None	Completed and is now current practice in the program	Appendix H
2010-2011	7	Candidates should post assignments online (Taskstream™) for online scoring	1-8	Essential for data analysis and management	No grade was given unless artifact was posted to TS	Fall 2011	Fall 2011	None	None	Completed and is now current practice in the program	Appendix H

Appendix C

Summary: Implementation Status of Other Improvement Actions Not Recorded in Annual Assessment Reports

#	Improvement Action Statement	Associated SLO* / OE**	Rationale for the Action (link to Assessment)	Action / Step*	Date of Implementation		Used Resources		Current Status & Notes	Reference to Evidence
					Planned	Actual	Financial	Others		
1	Dispositions expanded, linked to assignments, and a rubric developed	1-8	Assessment of dispositions is required by our accrediting agency	Coordinator worked with faculty members and assessment coordinator to develop them	Fall 2012	Fall2012	None	None	Data on these will be collected during spring 2014	Appendix I
2										
3										

Appendix D. Evidence for Improvement Action 1-2013



Heads and Coordinators 2nd meeting and Steering Committee Meeting

Date of Meeting: Tuesday 3 Dec. 2013		
Time of Meeting: 12:00-1:45		
Minutes Prepared by: Dr.Ali Al-Rabbai		
Meeting Location: Dean's Office		
1. Purpose of Meeting		
2. Attendees		
Name	Department/Position	Email
Dr. Hissa Sadiq	Dean of Faculty	drhissaedu@qu.edu.qa
Dr. Clay Keller	Head of Curriculum Committee	clay.keller@qu.edu.qa
Dr. Yehya Al-Nakeeb	Assistant Dean for Academic Affairs	alnakeeb@qu.edu.qa
Dr. Aisha Fakhroh	Coordinator of B Ed Primary	aishafakhr@qu.edu.qa
Dr. Ali Al-Rabai	Head of Educational Sciences and coordinator of B Ed Secondary	anaali@qu.edu.qa
Dr. Fatima Al-Mutawha	Coordinator of Diploma Programs	fatmamohmd@qu.edu.qa
Dr. Michael Romanowski	Coordinator of MEL Program	michaelhr@qu.edu.qa
Dr. Abdullah Abu-Tineh	Head of NCED	dr-abdullah@qu.edu.qa
Mrs. Reem Abu-Shawesh	Dean Assistant for Students Affairs	r.khalid@qu.edu.qa
Dr. Nancy Allen	Accreditation Consultant	nancya@qu.edu.qa
Dr. Asma Al-Attiyah	Head of Education Psychology	aalattiyah@qu.edu.qa
Dr. Fatima Al-Maadadi	Coordinator of Early Childhood center	falmaadadi@qu.edu.qa
3. Apology		
4. Meeting Agenda		
1- Approving the Second Meeting minutes		
2- Reactivating the Diploma Programs by Dr. Fatima Al Mutawah		
3- Check points by Dr. Nancy		
4- Dr. Clay Report of the APR Committee		

5- Graduate Admission Committee by Drs. Michael and Clay
5. Meeting Issues, Discussions, Decisions
- Dr. Hissa: The last meeting minutes are approved as read.
- Item No. 2: Discussion of proposed amendments for the diploma program.
<ul style="list-style-type: none"> • Dr. Fatima presented the amendments orally and in writing (Arabic/English).
- For the admission conditions for the Diploma
<ul style="list-style-type: none"> • Dr. Nancy suggested to develop a Study Guide.
- Dr. Yehya inquired about faculty and availability of assets for the on-line teaching. Dr. Nancy said that this has been considered. The Dean also said that this has been taken into consideration.
- Dr. Nancy made it clear that the on-Line proportion must be less than 25% b/coz 25% contradicts with SACS regulations.
- Dr. Nancy: On-line teaching requires certain terms and rubrics that will ensure proper performance.
- Dr. Hissa: Instructor's load will be calculated in a special way appropriate to the on-line teaching and special regulations for counting load must be made because teachers usually have less work than lecturing.
- Dr. Hissa Clarified that (5) students at the least is an acceptable number of students in a program. In science we can combine students from different scientific majors in one group.
- Dr. Clay inquired about the admission <u>criteria</u> .
- Dr. Hissa clarified that we have general admission rules and internal conditions for our programs.
- Dr. Clay mentioned that the two points on P.2 of the proposal:
<ul style="list-style-type: none"> • Extending the time for completion. • Re-accept <u>candidates</u>. This issue needs to go through the curriculum committee and other <u>officials</u> on the ladder as soon as possible.
- Dr. Clay suggested reviewing item (4) on the proposal "Review Courses or <u>Relevance</u> " and Dr. Nancy said that this can be removed.
- Dr. Hissa asked for reviewing the proposal and that Dr. Clay would have the proposal studied by curriculum committee, (Drs. Ali & Asma) will pass the proposal by e-mail to departments colleagues before Thursday. Then they pass it to Dr. Clay.
- Item No. 3: Dr. Nancy talked about checkpoints.
- Content Courses: check points 1 -- 2.0 MUST be changed into GPA 2:00. Content/GPA/Test
We got to have two measures of content:
<ul style="list-style-type: none"> • Content teaching. Dr. Nancy said it should be added in checkpoint (2) to primary & secondary. • Micro-teaching/supervisors is through the portfolios.
- Check-Point 1:
<ul style="list-style-type: none"> • No less than (C) in EDUC (3) courses. • GPS 2:00. • IELTS 5.5 is a third condition for B.Ed. English Secondary and Primary. Dr. Hissa made clear that checkpoints must be closely observed so that students' progress is controlled.
- Dr. Clay item (4) on the Agenda:
<ul style="list-style-type: none"> • B.Ed. English Secondary is approved and passed to the VPAC. • Math courses were postponed. • Next meeting of the APR Committee in January 7. • Course conflicts between Dept. of Psychology Ed. and Dep. of <u>Psychology</u> in Art & Sciences. Drs. Hissa & Clay said "No two courses should have the same title and/or content".

<p>- NO. 5 Drs. Mike & Clay Graduate Students Committee.</p>		
<p>- Admission plan: depending on what Engineering is doing for admission, we suggested a verbal GRT score similar to cut-score in the GRE analytical part accepted by Engineering.</p>		
<p>- The other choice is to take a diploma (2.8) GPA for two semesters. So for MA: Choices:</p> <ul style="list-style-type: none"> • Studying two semesters for Diploma and passing that with a 2.8 GPA. • 2.8 GPA. • GRA verbal <u>that</u> can be calculated by a certain <u>equation</u> with GPA. 		
<p>- Back to point (3) in the Agenda with Dr. Nancy: Steering Committee Meeting:</p> <ul style="list-style-type: none"> • Minutes approved as read. • GPA (2) for content courses with field hours. • SPA standards are going into Task Stream and the curriculum unit (unit plan) rubrics can be changed to meet SPA. • Standards Committees: <ul style="list-style-type: none"> -Standard (2): Conceptual Framework, deadline: Tuesday 10/12/2013, Dr. Clay and committee. -Standard (1):Dr. Clay says we are working on it but can't promise a date. -Standard (3): (Not attended) but Dr. Nancy says work is in progress. <p>Training the mentors is a MUST. So maybe we can give them some training workshops on campus and on-line. Mentors and supervisors must be trained and Dr. Hissa asked that we announce jobs/part time jobs and interview them.</p>		
<p>- Dr. Ali will take responsibility of developing a Mentor/Supervisors Training Program. He requested Dr. Nancy to send him general standards of characteristics of Mentor/Supervisors that meet SPA.</p> <p>-Standard (5):Almost done (English C.Vs must be collected by end of next week (and passed on to Dr. Nancy)). -Standard (6): Dr. Hissa support for students was discussed and all concerned attended meeting. One issue is finding good mentors for our students. We also approved having a student club for Male and Dr. Adel is nominated to manage that club.</p>		
<p>- Dr. Nancy reminded all to do the (SPA) report. Things are going to be in (share point). SPA report should go to the committee by end of Jan.</p>		
<p>6. Data Analysis and Application: What data / information were reviewed? What decisions were made on the basis of this information/data?</p>		
<p>The main data analysis is related to the Diploma Reactivation Plan, to the B Ed check points and the Graduate Program Admission Criteria. Some decisions were made on these topics:</p> <ol style="list-style-type: none"> 1- The diploma Proposal should be reviewed by faculty and then passed to Dr. Clay for the Curriculum Committee (see Item No. 2 in the minutes above). 2- Some check points were modified for the B Ed Programs (see Item No. 3 (Dr. Nancy) in the minutes above). 3- Some suggested criteria for Graduate admission were made (see Item No. 5 (Dr. Michael and Dr. Clay) above). 		
<p>6. Action Items</p>		
Action	Assigned to	Due Date
Finishing work on Standards	Owners	Several dates are set

Circulating the Diploma Proposal to academic faculty	Dr. Asma and Dr. Ali	Before the End of next week
Developing a Mentoring and Supervising Training Program	Dr. Ali	Soon
Advertising the Need for Part-time Supervisors	Dr. Ali	Open-ended
Finishing Up the SPA Report	All	Before the end of January
Criteria for the Diploma Load and the On-Line teaching must be defined	All	May be should be placed on the Next Meeting Agenda
<u>Meeting adjourned at 2:35 PM</u>		
Next Meeting		
Date:	Time:	Location:
Agenda:		

**Appendix E: Evidence for Improvement Action 2 AY 2012-2013 –
PLEASE NOTE THAT THE JPGS DOCUMENTING THIS ACTION WERE
DELETED DUE TO FILE SIZE RESTRICTIONS**

Appendix F: Evidence for Improvement Action 1-2011-2012



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Dr. Ali Al-Rabai	Head of Educational Sciences and coordinator of B Ed Secondary	anaali@qu.edu.qa
Dr. Fatima Al-Mutawha	Coordinator of Diploma Programs	fatmamohmd@qu.edu.qa
Dr. Michael Romanowski	Coordinator of MEL Program	michaelhr@qu.edu.qa
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<p>similar to cut-score in the GRE analytical part accepted by Engineering.</p>		
<p>- The other choice is to take a diploma (2.8) GPA for two semesters. So for MA: Choices:</p> <ul style="list-style-type: none"> • Studying two semesters for Diploma and passing that with a 2.8 GPA. • 2.8 GPA. • GRA verbal <u>that</u> can be calculated by a certain <u>equation</u> with GPA. 		
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<p>- Dr. Ali will take responsibility of developing a Mentor/Supervisors Training Program. He requested Dr. Nancy to send him general standards of characteristics of Mentor/Supervisors that meet SPA.</p> <p>-Standard (5): Almost done (English C.Vs must be collected by end of next week (and passed on to Dr. Nancy)). -Standard (6): Dr. Hissa support for students was discussed and all concerned attended meeting. One issue is finding good mentors for our students. We also approved having a student club for Male and Dr. Adel is nominated to manage that club.</p>		
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Advertising the Need for Part-time Supervisors	Dr. Ali	Open-ended
Finishing Up the SPA Report	All	Before the end of January
Criteria for the Diploma Load and the On-Line teaching must be defined	All	May be should be placed on the Next Meeting Agenda
<i>Meeting adjourned at 2:35 PM</i>		
Next Meeting		
Date:	Time:	Location:
Agenda:		

Graduate Program Checkpoints 1-31-14

Graduate Programs	University Admission – Program specific requirements	Checkpoint 1 Upon completion of 18 credit hours	Checkpoint 2 Upon completion of all course work except Internship	Checkpoint 3 Completion of internship	Checkpoint 4 Post Graduation One year after program completion
M.Ed. in Educational Leadership M.Ed. in Special Education	<ul style="list-style-type: none"> • Baccalaureate; GPA\geq2.8 • TOEFL\geq520 or IELTS \geq6.0 • Interview score in top 20 to be selected 	<ul style="list-style-type: none"> • GPA\geq3.0 • Portfolio assessment course items to date; at least 80% of items scored at satisfactory level (3 or above on a 4-point scale) • Completion of disposition survey: Faculty: EDEL 605 or SPED 601; at least 80% of items scored at satisfactory level (3 or above on a 4-point scale) 	<ul style="list-style-type: none"> • GPA\geq3.0 • Comprehensive Exam \geq70% • Portfolio – at least 6 Learning Outcomes =3 or above on a 4-point scale 	<ul style="list-style-type: none"> • GPA\geq3.0 • Portfolio - All Unit Learning Outcomes >3 • Supervisor & mentor evaluation (at least 90% of items scored at satisfactory level: =3 or above on a 4-point scale) • Completion of disposition survey by mentor: at least 80% of items scored at satisfactory level (=3 or above on a 4-point scale) • Final Project (grade of \geq80) 	<ul style="list-style-type: none"> • Post-Graduation Survey <ol style="list-style-type: none"> a) Supervisor b) Graduate self-assessment

Appendix G. Evidence for Improvement Action 2-2011-2012

EDEL 610: Final Report Rubric Revised

	Unsatisfactory	Emerging	Meets Expectations	Exceeds Expectations
Setting and Role of intern	The particular setting and context is not provided.	The particular setting and context and role of the intern is present by lacks details and development.	The particular setting and context and role of the intern are described.	The particular setting and context and role of the intern are well described and well developed.
Goal (s) and objectives of the project (2X)	The project goal(s) and objectives is/are missing.	The project goal(s) and objectives is/are poorly stated and little evidence is provided to illustrate attainment during the internship.	The project goal(s) and objectives is/are adequately stated and evidence is provided to illustrate attainment during the internship.	The project goal(s) and objectives is/are clearly stated and evidence is provided to illustrate attainment during the internship.
Assessment of goals and objectives	There is no evidence that goals and objectives of the internship are	There is little evidence that goals and objectives of the internship are	There is evidence that goals and objectives of the internship are assessed.	There is solid evidence that goals and objectives of the internship are

	Unsatisfactory	Emerging	Meets Expectations	Exceeds Expectations
	assessed.	assessed.		assessed.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 5. Construct learning experiences that connect with the world beyond school Standard: 6. Apply internet communication technology (ICT) in managing student learning Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community Standard: 3. Lead and manage change International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways.</p>			
Challenges and Difficulties (2X)	Challenges and difficulties faced during the internship are not included.	Challenges and difficulties faced during the internship are mentioned and solutions are	Challenges and difficulties faced during the internship are described and some solutions are	Challenges and difficulties faced during the internship are described and some solutions are

	Unsatisfactory	Emerging	Meets Expectations	Exceeds Expectations
		lacking.	provided.	provided.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for Teachers (SEC, 2007) Standard: 1. Structure innovative and flexible learning experiences for individuals and groups of students Standard: 8. Apply knowledge of students and how they learn to support student learning and development Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community Standard: 6. Develop and manage resources International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.</p>			
Critical reflection on the internship experience and lessons learned.	Critical reflection is not included.	Little critical reflection is included regarding the complexities of	Some critical reflection is included regarding the complexities of	Substantial critical reflection is included regarding the complexities of

	Unsatisfactory	Emerging	Meets Expectations	Exceeds Expectations
(2X)		educational leadership experienced during internship.	educational leadership experienced during internship.	educational leadership experienced during internship.
<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings. PLO: PLO 8: Lead positive change in education.</p>				
Qatar National Professional Standards for School Leaders (QNPSSL) (2X)	Evidence, if it exists, does not demonstrate understanding and application of all 7 QNPSSL; or it addresses fewer than 7 standards.	Insignificant evidence is provided to demonstrate understanding and application of all 7 QNPSSL.	Evidence is provided that adequately demonstrates understanding and application of all 7 QNPSSL.	Evidence is provided that clearly demonstrates a comprehensive understanding and application of all 7 QNPSSL.
Reflection on Qatar National Professional Standards for School Leaders (QNPSSL)	There is no reflection on Qatar National Professional Standards for School Leaders	There is little reflection on Qatar National Professional Standards for School Leaders	Critical reflection on Qatar National Professional Standards for School Leaders (QNPSSL) is	Solid critical reflection on Qatar National Professional Standards for School Leaders

	Unsatisfactory	Emerging	Meets Expectations	Exceeds Expectations
(2X)	(QNPSSL) is evident within the report.	(QNPSSL) is evident within the report.	evident within the report.	(QNPSSL) is evident within the report.
What evidence do you have that you had a positive effect on teaching and learning? (3X)	There is no evidence of the internship having an effect on learning.	There is little evidence of the internship having an effect on learning.	There is significance evidence of the internship having a positive effect on learning for all students, including students with exceptionalities.	There is substantial evidence of the internship having a positive effect on learning for all students, including students with exceptionalities.
<p>Standards International- Qatar University Conceptual Framework (2011) Area: Content: Outcome: 1.8 Know and apply a range of effective supervision strategies. Outcome: 1.9 Apply knowledge of change theory to improve education. Area: Pedagogy: Outcome: 2.3 Use a variety of research-based strategies to develop activities to support the learning of students with exceptionalities. Outcome: 2.5 Lead and manage teacher improvement through effective supervision.</p>				
Professional	No clear example	An example of	A clear example of	Several clear

	Unsatisfactory	Emerging	Meets Expectations	Exceeds Expectations
Leadership challenges encountered and responses to overcome these challenges (2X)	of leadership challenges faced during the internship is presented.	leadership challenges faced during the internship is presented, but it does not include a response based on leadership theory and principles that allow for overcoming this challenge.	leadership challenges faced during the internship and illustrates a sound response based on leadership theory and principles that allow for overcoming this challenge.	examples of leadership challenges faced during the internship are described, and the responses are based on sound leadership theory and principles that allow for overcoming these challenges.
<p>Standards International- Qatar University Conceptual Framework (2011) Area: Content: Outcome: 1.8 Know and apply a range of effective supervision strategies. Outcome: 1.9 Apply knowledge of change theory to improve education.</p>				
Project accomplishments related to the QNPSSL (2X)	No accomplishments are attained during the internship based on the project goals and	Few accomplishments are attained during the internship based on the project goals and QNPSSL, and they	Accomplishments attained during the internship based on the project goals and QNPSSL are adequate in quality and	Accomplishments attained during the internship based on the project goals and QNPSSL are significant and

	Unsatisfactory	Emerging	Meets Expectations	Exceeds Expectations
	QNPSSL.	are mediocre in quality.	number.	numerous.
	Standards International- Qatar University Conceptual Framework (2011) Area: Pedagogy: Outcome: 2.5 Lead and manage teacher improvement through effective supervision.			
APA Referencing	No references are well documented correctly using APA style.	Few references are well documented correctly using APA style.	Most references are well documented correctly using APA style.	All references are well documented correctly using APA style.
	Standards International- Qatar University Conceptual Framework (2011) Area: Scholarly Inquiry: Outcome: 5.1 Use multiple resources to investigate a problem in education. Outcome: 5.2 Review and critique educational resources.			
Written quality	Report is poorly written with many grammatical errors.	Report is clearly written with many grammatical errors.	Report is clearly written with few grammatical errors.	Report is clearly written with no grammatical errors.

EDEL 605: Professional Development Plan Revised

	Unsatisfactory	Needs improvement	Satisfactory	Target
Problem, Context	Unsatisfactory There is no description of the problem and context.	The problem and context lack important details.	The problem and context are described with all important details.	The problem and context are clearly and thoroughly described, providing a rich understanding of the problem and the context.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community Standard: 3. Lead and manage change International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. PLO: PLO 7. Apply professional ethics in all educational contexts.</p>				
Data Collection	Tools and/or method lacking	Tools and method are	Tools and method are	Tools and method are thoroughly described and

	Unsatisfactory	Needs improvement	Satisfactory	Target
	or inappropriate for goals.	appropriate to goals, but limited in number and inadequately described.	described and appropriate to goals.	appropriate to goals. Multiple tools are used for triangulation.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 3. Lead and manage change International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.</p>			
Supervision Style	Supervision style is not described or supported based on Glickman, Gordon, and Ross-Gordon (2007, p. 119).	Supervision style lacks full description and support based on Glickman, Gordon, and Ross-Gordon (2007, p. 119).	Supervision style is described and supported based on Glickman, Gordon, and Ross-Gordon (2007, p.	Supervision style is fully described and well supported based on Glickman, Gordon, and Ross-Gordon (2007, p. 119).

	Unsatisfactory	Needs improvement	Satisfactory	Target
			119).	
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings. PLO: PLO 6. Actively engage in scholarship in education.</p>			
Time Frame and PD Details	Time frame and details of the plan are not provided.	Time frame and details of the plan are incomplete; there are important omissions.	Time frame is provided and some details of the plan developed; omissions are minor.	Appropriate time frame is provided and details of the plan well developed.
Written quality	PDP report is poorly written with many	PD report is clearly written with many	PD report is clearly written with	PD report is clearly written with no grammatical errors.

	Unsatisfactory	Needs improvement	Satisfactory	Target
	grammatical errors.	grammatical errors.	few grammatical errors.	

EDEL 605: Professional Development Report v4

	Unsatisfactory	Needs Improvement	Satisfactory	Target
The Problem, Context	There is no description of the problem and context.	The problem and context lack important details.	The problem and context are described.	The problem and context are thoroughly and clearly described.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 6. Actively engage in scholarship in education.</p>			
Tools Used to Collect Data	Tools used to collect data are not appropriately selected or not appropriately used;	Tools used to collect data are helpful, but may not be the best choice OR they were used	Tools used to collect data are appropriately selected and used with few errors	Tools used to collect data are clearly appropriate to provide the data needed to answer

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	did not provide the data or the findings needed.	ineffectively (serious errors).	(none serious).	the question(s) AND they are used effectively.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community Standard: 3. Lead and manage change Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.</p>			
Content	Plan has no link to appropriate educational theory and content.	Plan lacks meaningfully link to appropriate educational theory and content.	Plan is linked to appropriate educational theory and content.	Plan is meaningfully linked to appropriate educational theory and content.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard:</p>			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	1. Lead and manage learning and teaching in the school community International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings.			
Pedagogy (2X)	Suggested strategies are inappropriate to various teacher and student needs.	Suggested strategies lack variety and some are in appropriate to various teacher and student needs.	Suggested strategies are appropriate to various teacher and student needs.	Suggested strategies are varied and appropriate to various teacher and student needs.
	Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community Standard: 3. Lead and manage change Standard: 4. Lead and develop people and teams International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 2. Plan effective instruction to maximize student learning. PLO: PLO 8: Lead positive change in education.			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Diversity	Plan does not demonstrate how strategies will improve learning for ALL students.	Plan lacks a clear demonstration how strategies will improve learning for ALL students.	Plan demonstrates how strategies will improve learning for ALL students.	Plan clearly demonstrates how strategies will improve learning for ALL students.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 4. Foster successful learning experiences for all students by addressing individual differences.</p>				
Technology	The plan does not include use of technology and alternative delivery methods.	The plan lacks appropriate use of technology and alternative delivery methods.	The plan includes adequate use of technology and alternative delivery methods.	The plan includes appropriate use of technology and alternative delivery methods.
<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community International- Qatar University CED Standards- Masters in Educational Leadership (2013)</p>				

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	Leadership (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways.			
Inquiry	The plan demonstrates no effective use of needs assessment for both teacher and students.	The plan lacks effective use of needs assessment for both teacher and students.	The plan demonstrates use of needs assessment for both teacher and students that is somewhat effective.	The plan demonstrates effective use of needs assessment for both teacher and students.
	Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways.			
Problem Solving	Formative and summative data from needs assessment is not used to make sound decisions regarding pedagogy.	Formative and summative data from needs assessment is poorly to make sound decisions regarding pedagogy.	Formative and summative data from needs assessment is used to make sound decisions regarding pedagogy.	Formative and summative data from needs assessment is well used to make sound decisions regarding pedagogy.
	Standards			

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.</p>			
Ethical Values	No applied professional ethics in all aspects of the PD plan.	Lacks applied professional ethics in all aspects of the PD plan.	Applied professional ethics in most aspects of the PD plan.	Applied professional ethics in all aspects of the PD plan.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 4. Lead and develop people and teams International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 7. Apply professional ethics in all educational contexts.</p>			
Initiative	No evidence of the qualities of effective leadership to provide appropriate	Lacks the qualities of effective leadership to provide appropriate	Demonstrates some qualities of effective leadership to providing	Demonstrates the qualities of effective leadership by providing

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	and specific objectives, appropriate time period, resources and follow-up to ensure teacher success.	and specific objectives, appropriate time period, resources and follow-up to ensure teacher success.	appropriate and specific objectives, appropriate time period, resources and follow-up to ensure teacher success.	appropriate and specific objectives, appropriate time period, resources and follow-up to ensure teacher success.
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community Standard: 3. Lead and manage change Standard: 4. Lead and develop people and teams International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 8: Lead positive change in education.</p>			
Outcomes (2X)	The outcomes of the PD are not discussed and there is no evidence provided that demonstrates the impact of the PD.	The outcomes of the PD are not fully discussed and little evidence is provided that demonstrates the impact of the PD.	The outcomes of the PD are discussed and some evidence is provided that demonstrates the impact of the PD.	The outcomes of the PD are discussed and solid evidence is provided that demonstrates the impact of the PD.

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	<p>Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 6. Actively engage in scholarship in education.</p>			
Written quality	PD report is poorly written with many grammatical errors of of which interfere with comprehension.	PD report may lack clarity or have with several grammatical errors; none that interfere with comprehension.	PD report reads well and has few grammatical errors.	PD report is clearly written with no grammatical errors.
APA Referencing	No references are well documented correctly using APA style.	Most references are well documented correctly using APA style.	Most references are well documented correctly using APA style.	All references are well documented correctly using APA style.
	<p>Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 6. Actively engage in scholarship in education.</p>			
Overall PD quality of PD Report	Does not meet standards	Partially meets standards	Meets standards	Exceeds standards

EDEL 603: Unit Rubric Revised

	Unacceptable	Needs significant improvement	Acceptable	Target
Alignment with Qatar National Curriculum Standards (x1)	Few objectives are aligned with Qatar National Curriculum Standards.	Some objectives are aligned with Qatar National Curriculum Standards.	Most objectives are aligned with Qatar National Curriculum Standards.	All objectives are aligned with Qatar National Curriculum Standards.
	Standards International- Qatar University Conceptual Framework (2011) Area: Content: Outcome: 1.1 Demonstrate knowledge of the Qatar National Curriculum Standards by developing meaningful learning activities. Outcome: 1.3 Demonstrate knowledge of the Qatar National Curriculum Standards as they apply to students with exceptionalities.			
Objectives (x2)	Few are listed or written clearly in measurable terms, or few are appropriate for each lesson and for students.	Some are listed, written clearly in measurable terms, and appropriate for each lesson and for students.	Most are listed, written clearly in measurable terms, and appropriate for each lesson and for students.	All are listed, written clearly in measurable terms, and appropriate for each lesson and for students.
	Standards International- Qatar University Conceptual Framework (2011) Area: Content:			

	Unacceptable	Needs significant improvement	Acceptable	Target
	<p>Outcome: 1.1 Demonstrate knowledge of the Qatar National Curriculum Standards by developing meaningful learning activities.</p> <p>Outcome: 1.3 Demonstrate knowledge of the Qatar National Curriculum Standards as they apply to students with exceptionalities.</p>			
Subject integration: Grades KG-2, 1, and 2 only (x2)	Content may be accurate and clearly presented; is not integrated; lesson focus is on a single subject area.	Content may be accurate and clearly presented; may not be integrated appropriate for the students (too simple or too complex). Content is dominated by a single subject.	Content is accurate and clearly presented, but may not be integrated appropriately for the students (too simple or too complex). Content is somewhat out of balance among the target subjects.	Content is accurate and clearly presented; is integrated appropriately for the developmental level of the students. Lesson is balanced among the target subjects.
	<p>Standards International- Qatar University Conceptual Framework (2011) Area: Pedagogy: Outcome: 2.1 Use a variety of research-based strategies to develop activities to support the learning of all students. Outcome: 2.2 Engage and support learners through the use of effective learning strategies.</p>			

	Unacceptable	Needs significant improvement	Acceptable	Target
Content (Grades 3-12) (x2)	Content knowledge is not clearly and accurately presented and/or shows little understanding of the major ideas of the discipline.	Some content knowledge is clearly and accurately presented; shows some understanding of the major ideas of the discipline.	Most content knowledge is accurate and clearly presented; knowledge reflects the major ideas of the discipline.	All content knowledge is accurate and clearly presented; knowledge reflects the major ideas of the discipline.
	Standards International- Qatar University Conceptual Framework (2011) Area: Content: Outcome: 1.1 Demonstrate knowledge of the Qatar National Curriculum Standards by developing meaningful learning activities.			
Alignment of Instruction and Objectives (x2)	Few lessons, activities, and assignments are linked to objectives.	Some lessons, activities, and assignments are linked to objectives.	Most lessons, activities, and assignments are linked to objectives.	All lessons, activities, and assignments are linked to objectives.
	Standards International- Qatar University Conceptual Framework (2011) Area: Content: Outcome: 1.1 Demonstrate knowledge of the Qatar National Curriculum Standards by developing meaningful learning activities. Area: Pedagogy:			

	Unacceptable	Needs significant improvement	Acceptable	Target
	<p>Outcome: 2.1 Use a variety of research-based strategies to develop activities to support the learning of all students.</p> <p>Outcome: 2.2 Engage and support learners through the use of effective learning strategies.</p>			
Materials and Resources (x1)	Uses no variety of materials and resources.	Uses little variety of materials and resources.	Uses some variety of materials and resources.	Uses a variety of materials and resources.
Technology(x1)	Available technology is not used or is used inappropriately.	Available technology is used but does little to support the objectives and to engage learners.	Available technology is used appropriately, somewhat supports the objectives, and engages learners.	Available technology is used appropriately, supports the objectives, and engages learners.
	<p>Standards International- Qatar University Conceptual Framework (2011) Area: Technology: Outcome: 3.1 Use technology effectively in teaching and learning.</p>			
Instructional Strategies and Assignments (x2)	Employs no variety of instructional strategies and assignments.	Employs little variety of instructional strategies and assignments.	Employs some variety of instructional strategies and assignments to meet stated	Employs a variety of instructional strategies and assignments to meet stated objectives.

	Unacceptable	Needs significant improvement	Acceptable	Target
			objectives.	
	<p>Standards International- Qatar University Conceptual Framework (2011) Area: Pedagogy: Outcome: 2.1 Use a variety of research-based strategies to develop activities to support the learning of all students. Outcome: 2.2 Engage and support learners through the use of effective learning strategies.</p>			
Differentiation of Instruction (x2)	Differentiation is not used.	Differentiation is used across few lessons to meet the needs of students.	Differentiation is used across some lessons to meet the needs of students.	Differentiation is used across all lessons to meet the needs of students.
	<p>Standards International- Qatar University Conceptual Framework (2011) Area: Content: Outcome: 1.3 Demonstrate knowledge of the Qatar National Curriculum Standards as they apply to students with exceptionalities. Area: Pedagogy: Outcome: 2.3 Use a variety of research-based strategies to develop activities to support the learning of students with exceptionalities. Area: Technology: Outcome: 3.2 Describe how the use of technology may support learning for students with</p>			

	Unacceptable	Needs significant improvement	Acceptable	Target
	exceptionalities. Outcome: 3.3 Identify appropriate assistive technologies for learners with exceptionalities Area: Ethical Values: Outcome: 7.1 Describe the ethical responsibilities of educators towards all learners.			
Assessment (x2)	Lessons do not contain an assessment, or no assessments are aligned with the objectives.	Few lessons contain an assessment that is aligned with objective(s), or lessons include an assessment that is not aligned with the objectives.	Most lessons contain an assessment that is aligned with objectives.	All lessons contain at least assessments that are aligned with objectives.
	Standards International- Qatar University Conceptual Framework (2011) Area: Pedagogy: Outcome: 2.4 Use multiple means of assessment for all students. Area: Technology: Outcome: 3.4 Use technology to acquire, analyze, and present data.			
Lesson Closure (x1)	Neither lesson closure nor transition is addressed.	Lesson closure is described and/or transition is identified.	Lesson closure is described and transition is identified.	Lesson closure is clearly described and transition is clearly identified.
Lesson and unit	Lessons are	Lessons are	Lessons are	Lessons are

	Unacceptable	Needs significant improvement	Acceptable	Target
coherence (x1)	minimally organized.	somewhat organized and move students somewhat toward achieving objectives.	organized and move students toward achieving objectives.	sequentially organized and move students toward achieving objectives.
Title Page, Table of Contents (x1)	Both title page and table of contents are missing.	Either title page or table of contents is missing.	Both title page and table of contents included but have errors.	Title page and table of contents included.
Overall Purpose of the Unit (x1)	Purpose of the unit not stated.	Purpose of the unit poorly stated.	Purpose of the Unit weakly stated.	Purpose of the Unit clearly stated.
Spelling, grammar, punctuation (x1)	Errors in grammar, punctuation, or spelling require major editing and revising.	Errors in grammar, punctuation, or spelling require major editing and revising.	Errors in grammar, punctuation, or spelling require minor editing and revising.	Unit contains almost no errors in grammar, punctuation, or spelling.
Enduring Understandings (x1)	Provides no enduring understandings within the unit.	Provides some enduring understandings within the unit but not well developed.	Provides some developed enduring understandings within the unit.	Provides many well thought out enduring understandings within the unit.

Appendix H: Improvement Actions 6 & 7-2010-2011

Masters in Educational Leadership TaskStream Assignments and due dates

EDEL Courses	Assignment	Instructor(s) name(s)	Due date(s)
EDEC 606	Quantitative Data Analysis Action Research Plan	Dr. Ramzi	12/24/13
EDEL 601	Case Study Vision Project	Dr. Abdullah	11/3/2013 11/24/2013
EDEL 602	School Technology Plan	Dr. Abdullah	4/27/2014
EDEL 603	Research Paper	Dr. Ramzi	12/24/13
EDEL 604	Unit Plan	Dr. Michael	12/24/2013
EDEL 605	Professional Development Plan	Dr. Michael	3/26/2014
EDEL 607	Final Exam	Dr. Nancy	5/1/2014
EDEL 608	Professional Development Report Field Journal Reflection / Diversity	Dr. Michael	5/6/2014 (PDR) 4/8/2014
EDEL 609	Action Research	Dr. Michael	12/29/2013
EDEL 610	Final Report	Dr. Michael	5/20/2014

Appendix I: Other Non-recorded Improvement Action I for the current academic year

Master of Education in Educational Leadership Program Dispositions

Educational leaders hold specific dispositions that shape their vision for schools and leadership practices. Dispositions are the “values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth” (NCATE, 2002, p. 53). Dispositions are enacted across context and overtime time (Murrell & Foster, 2003). Although holding a specific set dispositions is essential (Tatto & Coupland, 2003), it is important to reduce the ambiguity in order to define and assess dispositions. Throughout the Master of Education in Educational Leadership Program, candidates engage in discussion about the eight dispositions, observe the modeling of these dispositions by faculty and are provided opportunities to apply and develop the dispositions throughout the program. The MEL Dispositions Rubric provides description for each disposition at each level of proficiency. Evaluators use a preponderance of evidence to score the candidate for each criterion (e.g. which category best describes the candidate’s disposition in the criterion).

Master of Education in Educational Leadership Program Dispositions

Teaching

Content: Candidates have high standards for content knowledge in discipline areas.

Pedagogy: Candidates believe that all students can learn and have the ability to be successful in their academic endeavors.

Diversity: Candidates demonstrate respect for diversity.

Technology: Candidates recognize the importance of using diverse educational resources, including technology.

Scholarship

Scholarly Inquiry: Candidates engage in critical reflection of theory and professional practice.

Problem Solving: Candidates use critical thinking to solve problems.

Leadership

Ethical Values: Candidates demonstrate **professional conduct** that models ethical behavior and integrity.

Initiative: Candidates initiate and lead others in achieving goals, vision and mission.

Some Key Assignments in Courses Which Help Candidates Develop Positive Leadership Dispositions

ELCC Standard	Disposition	Key Assignments
<i>Success of all students through a shared vision and goals</i>		
ELCC 1.1: Shared Vision	Content	Vision Project
ELCC 1.2: Use of Data	Problem solving	Supervision Project/Final Project
ELCC 1.3: Continual improvement	Content/scholar inquiry	Final Project
ELCC 1.4: Revision w/stakeholders	Content	Action Research/Supervision Project
<i>Success of all students through a strong instructional program and positive environment</i>		
ELCC 2.1: Positive Culture	Content/Ethics	Vision Project/Ethics Case Study
ELCC 2.2 Curriculum	Pedagogy /Technology	Supervision Project
ELCC 2.3 Supervision	Pedagogy	Supervision Project
ELCC 2.4: Technology	Content/technology	Technology Project
<i>Success of all students through management</i>		
ELCC 3.1: Management systems	Technology	Technology/Finance Case Study
ELCC 3.2: Resources	Technology	Technology/Finance Case Study
ELCC 3.3: Safety	Diversity	Vision Project
ELCC 3.4: Distributed Leadership	Content	Vision Project
ELCC 3.5: Time Management	Pedagogy	Supervision Project
<i>Success of all students through collaboration</i>		
ELCC 4.1: Collaborative improvement	Diversity	Action Research
ELCC 4.2: Community resources	Diversity	Finance Case Study
ELCC 4.3: Community relationships	Diversity	Vision Project
ELCC 4.4: Community partners	Diversity	Finance Case Study
<i>Success of all students through accountability and reflection</i>		
ELCC 5.1: Acts with integrity	Ethical values	Action Research
ELCC 5.2: Integrity in personal role	Ethical values	Supervision Project/Final Project
ELCC 5.3: Safeguarding values	Ethics	Action Research
ELCC 5.4: Legal and moral decisions	Problem solving	Finance Case Study
ELCC 5.5: Social justice	Ethical values	Finance Case Study

<i>Success of all students within circles of context</i>		
ELCC 6.1: Community advocacy	Initiative	Vision Project/Final Project
ELCC 6.2: Community decision-making	Initiative	Final Project
ELCC 6.3: Emerging Trends	Content	Final Project
<i>Sustained internship</i>		
ELCC 7.1	NA	
ELCC 7.2	NA	
ELCC 7.3	NA	

MEL Dispositions Rubric				
Required Component s/ Criterion	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Beginning (1)
Content: Candidates have high standards for content knowledge in discipline areas.				
	<p>Demonstrates an understanding of emerging leadership trends and initiatives and applies these to professional practices (ELCC 6.3).</p> <p>Knows and uses theories and research underlying effective professional development (ELCC 1.3).</p> <p>Recognizes the significance of continual attention to effective teaching practices and discussions about current research and theory and uses this knowledge to guide practice (ELCC 2.4)</p> <p>Able to collaboratively develop and implement a</p>	<p>Demonstrates an understanding of emerging leadership trends and initiatives with limited application to professional practices (ELCC 6.3).</p> <p>Knows and uses some theories and research underlying effective professional development (ELCC 1.3).</p> <p>Recognizes the significance of continual attention to effective teaching practices and discussions about current research and theory and but demonstrates limited application of this</p>	<p>Limited understanding and application of emerging leadership trends and initiatives and cannot adapt these to professional practices (ELCC 6.3).</p> <p>Knows but fails to use theories and research underlying effective professional development (ELCC 1.3).</p> <p>Recognizes the significance of continual attention to effective teaching practices and discussions about current research and theory but this knowledge has limited impact on</p>	<p>Lacks any understanding of emerging leadership trends and initiatives and cannot apply these to professional practices (ELCC 6.3).</p> <p>Fails to utilize theories and research underlying effective professional development (ELCC 1.3).</p> <p>Does not recognize the significance of continual attention to effective teaching practices and discussions about current research and</p>

	<p>vision for learning (ELCC 1.1).</p> <p>Utilizes methods for involving school stakeholders in the visioning process (ELCC 1.4).</p> <p>Develops and supports a school culture and instructional program that reflects a commitment to student learning (ELCC 2.1).</p> <p>Recognizes the need and has the ability to use distributed leadership to understand leadership practice and how leadership practices might work more effectively in their</p>	<p>knowledge to guide practice (ELCC 2.4)</p> <p>Some collaboration is used to develop and implement a vision for learning (ELCC 1.1).</p> <p>Utilizes methods for involving limited school stakeholders in the visioning process (ELCC 1.4).</p> <p>Develops a school culture and instructional program that reflects a commitment to student learning (ELCC 2.1).</p> <p>Recognizes the need and</p>	<p>practice (ELCC 2.4)</p> <p>Limited collaboration in the development and implementation of a vision for learning (ELCC 1.1).</p> <p>Limited involvement of school stakeholders in the visioning process (ELCC 1.4).</p> <p>Fails to develop and support a school culture and instructional program that reflects a commitment to student learning (ELCC 2.1).</p> <p>Recognizes the need but does not use distributed leadership to understand leadership practice and how leadership practices might work more effectively in their</p>	<p>theory (ELCC 2.4)</p> <p>Cannot collaboratively develop and implement a vision for learning (ELCC 1.1).</p> <p>Does not involve school stakeholders in the visioning process (ELCC 1.4).</p> <p>Does not promote or support a school culture and instructional program that reflects a commitment to student learning (ELCC 2.1).</p> <p>Fails to recognize the need to understand</p>
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	particular school context (ELCC 3.4).	has limited ability to use distributed leadership to understand leadership practice and how leadership practices might work more effectively in their particular school context (ELCC 3.4).	particular school context (ELCC 3.4).	leadership practice and how leadership practices might work more effectively in their particular school context (ELCC 3.4).
Pedagogy: Candidates believe that all students can learn and have the ability to be successful in their academic endeavors.				
	<p>Demonstrates a comprehensive understanding of instructional supervision theories and practices that ensures quality instruction and student learning including best use of time and resources (ELCC 3.5).</p> <p>Actively encourages the use of differentiated teaching and divergent use of teaching resources to ensure student success (ELCC 2.1).</p>	<p>Demonstrates an understanding of instructional supervision theories and practices that ensures quality instruction and student learning including best use of time and resources (ELCC 3.5).</p> <p>Encourages when opportunities arise to use of differentiated teaching and divergent use of teaching resources to ensure student success (ELCC 2.1).</p>	<p>Demonstrates limited understanding of instructional supervision theories and practices that ensures quality instruction and student learning including use of time and resources (ELCC 3.5).</p> <p>Does not encourage the use of differentiated teaching and divergent use of</p>	<p>No evidence of any understanding of instructional supervision theories and practices that ensures quality instruction and student learning including use of time and resources (ELCC 3.5).</p> <p>Discourages the use of differentiated teaching and divergent use of teaching resources (ELCC 2.1).</p>

	<p>Demonstrates a high degree of ability to design, purpose and analysis of curriculum in order to aligned discipline knowledge with standards and program studies. (ELCC 2.2).</p> <p>Understands appropriate use of varied research-based instructional strategies working with school staff to improve teaching and learning (ELCC Standard Element 2.3).</p>	<p>Demonstrates ability to design, purpose and analysis of curriculum in order to aligned discipline knowledge with standards and program studies. (ELCC 2.2).</p> <p>Understands some ways of using varied research-based instructional strategies working with school staff to improve teaching and learning (ELCC Standard Element 2.3).</p>	<p>teaching resources to ensure student success (ELCC 2.1).</p> <p>Demonstrates limited to ability design, purpose and analysis of curriculum in order to aligned discipline knowledge with standards and program studies. (ELCC 2.2).</p> <p>Does not understand any use of varied research-based instructional strategies working with school staff to</p>	<p>No evidence of the ability to design, purpose and analysis of curriculum in order to aligned discipline knowledge with standards and program studies. (ELCC 2.2).</p> <p>Does not recognize the use of varied research-based instructional strategies working with school staff to improve teaching and learning (ELCC Standard Element 2.3).</p>
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			improve teaching and learning (ELCC Standard Element 2.3).	
Technology: Candidates recognize the importance of using diverse educational resources, including technology.				
	<p>Demonstrates an understanding of the appropriate uses of school technology and information systems to support and monitor students learning (ELCC Standard Element 2.2; 3.1).</p> <p>Uses available technology effectively to manage school operations (ELCC Standard Element 3.2).</p> <p>Demonstrates an understanding and effective planning of instructional and usage in the school (ELCC Standard Element 2.4).</p>	<p>Demonstrates basic understanding of uses of school technology and information systems to support and monitor students learning (ELCC Standard Element 2.2).</p> <p>Uses available technology to manage school operations (ELCC Standard Element 3.2).</p> <p>Demonstrates an understanding of instructional and usage in the school (ELCC Standard Element 2.4).</p>	<p>Demonstrates limited understanding of the appropriate uses of school technology and information systems to support and monitor students learning (ELCC Standard Element 2.2).</p> <p>Very limited use of technology to manage school operations (ELCC Standard Element 3.2).</p> <p>Little understanding and planning of instructional and usage in the school</p>	<p>Lacks any understanding of the uses of school technology and information systems to support and monitor students learning (ELCC Standard Element 2.2).</p> <p>No use of technology to effectively to manage school operations (ELCC Standard Element 3.2).</p> <p>No understanding of technology and its uses for instruction within the school (ELCC Standard Element 2.4).</p>

			(ELCC Standard Element 2.4).	No evidence of planning of instructional technology (ELCC Standard Element 2.4).
Diversity: Candidates demonstrate respect for diversity.				
	Demonstrates the ability to assess school culture, analyze trends, and suggest appropriate strategies that capitalize on the diversity of the school and community (ELCC Standard Element 4.2). Demonstrates the ability to develop and articulate a vision based on collaboration with faculty and community based on collected data that improves the school’s educational environment (ELCC Standard Element 4.1). Knows the backgrounds and cultures students, teachers, colleagues and	Demonstrates the ability to assess school culture, analyze trends, but lacks suggestions of appropriate strategies that capitalize on the diversity of the school and community (ELCC Standard Element 4.2). Demonstrates the a limited ability develop and articulate a vision based on collaboration with faculty and community based on collected data that improves the school’s educational environment (ELCC Standard Element 4.1). Knows the backgrounds and cultures students,	Demonstrates a limited ability to assess school culture, analyze trends, and lacks suggestions for appropriate strategies that capitalize on the diversity of the school and community (ELCC Standard Element 4.2). Demonstrates the ability to develop and but demonstrates difficulty in articulating a vision based on collaboration with	Demonstrates no ability to assess school culture, analyze trends, and to suggest appropriate strategies that capitalize on the diversity of the school and community (ELCC Standard Element 4.2). Lacks the ability to develop and articulate a vision based on collaboration with faculty and community based on collected data that improves the school’s educational environment (ELCC Standard Element 4.1). Fails to know the backgrounds and cultures students,

	<p>parents and uses this diversity as part of perspective and practice. Demonstrates the belief that all students are capable of learning and demonstrates practices that promote equitable learning opportunities for all students (ELCC 6.2).</p> <p>Understands that individuals, families and communities need to be active partners in school success and develops and sustains positive relationships with stakeholders (ELCC Standard Element 4.4).</p>	<p>teachers, colleagues and parents with limited uses this diversity as part of perspective and practice. Demonstrates the belief that all students are capable of learning and demonstrates limited practices that promote equitable learning opportunities for all students (ELCC 6.2).</p> <p>Understands that individuals, families and communities need to be active partners in school success and develops positive relationships with stakeholders (ELCC Standard Element 4.4).</p>	<p>faculty and community based on collected data that improves the school’s educational environment (ELCC Standard Element 4.1). Knows the backgrounds and cultures students, teachers, colleagues and parents but seldom uses this diversity as part of perspective and practice. Demonstrates the belief that all students are capable of learning and but few practices are used to promote equitable learning opportunities for all students (ELCC 6.2).</p> <p>Understands that</p>	<p>teachers, colleagues and parents and uses this diversity as part of perspective and practice. Does not demonstrate the belief that all students are capable of learning and there is no evidence of practices that promote equitable learning opportunities for all students (ELCC 6.2).</p> <p>Fails to recognize that individuals, and communities need to be active partners in school success and develops and sustains positive relationships with stakeholders (ELCC Standard Element 4.4).</p>
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			individuals, families and communities need to be active partners in school success positive relationships with stakeholders (ELCC Standard Element 4.4).	
Scholarly Inquiry: Candidates engage in critical reflection of theory and professional practice.				
	Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on school, teachers and student success (ELCC Standard Element 1.3). Monitors and adjusts actions based on reflective practices Actively seeks further information and perspectives from others	Sporadically evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on school, teachers and student success (ELCC Standard Element 1.3). Monitors actions based on reflective practices and makes some adjustments Uses information and	Demonstrates an understanding of the reflection but seldom evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on school, teachers and student success (ELCC Standard Element 1.3). Seldom adjusts	Does not critically evaluate own professional practice or performance (e.g., interactions, written work, formal and informal assessments) and the impact on school, teachers and student success(ELCC Standard Element 1.3). Fails to see the need for positive change. Resistant to change Does not provide

	<p>to evaluate and change own performance.</p> <p>Generates ideas for potential improvements or revisions and applies them to future professional practice.</p> <p>Is open-minded and positive when receiving feedback from others, and acts upon suggestions.</p>	<p>perspectives from others to evaluate and change own performance.</p> <p>Generates ideas for potential improvements or revisions and applying some to future professional practice.</p> <p>Is open-minded and positive when receiving feedback from others, and acting on some suggestions.</p>	<p>actions based on reflective practices</p> <p>Listens to perspectives from others but seldom uses the information to improve practice.</p> <p>Generates ideas for potential improvements or revisions but fails to apply these to practice..</p> <p>Is open-minded and positive when receiving feedback from others, but does not implement change.</p>	<p>substantive suggestions for potential improvements or revisions.</p> <p>Rejects suggestions from others</p> <p>Offers excuses and/or assigns blame for negative results to students, parents, colleagues, supervisors, or others.</p>
<p>Problem Solving: Candidates use critical thinking to solve problems.</p>				
	<p>Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem, and identifies them clearly, addressing their</p>	<p>Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem, but lacks some clarity presenting a limited</p>	<p>Limited identification and understanding of the problem.</p>	<p>Does not identify and summarize the problem, is confused or identifies a different and inappropriate problem.</p>

	<p>relationships to each other.</p> <p>Collects and uses assessment data to improve school goals and plans learning (ELCC Standard Element 1.2)</p> <p>Identifies, appropriately, one's own position on the issue, drawing support from experience and understanding the objectively identifies individual biases embedded in this position understanding the impact.</p> <p>Identifies, the overt and embedded ethical issues when analyzing a problem (ELCC Standard Element 5.4)</p> <p>Analyzes the issue with a clear sense of scope and</p>	<p>relationship to each other.</p> <p>Collects assessment data to improve school goals and plans learning (ELCC Standard Element 1.2)</p> <p>Identifies one's own position on the issue, drawing support from experience and identifies individual biases embedded in this position.</p> <p>Identifies, the overt ethical issues when analyzing a problem (ELCC Standard Element 5.4)</p>	<p>Limited use of assessment data to improve school goals and plans learning (ELCC Standard Element 1.2)</p> <p>Does not identify or is confused by the issue, or represents the issue somewhat inaccurately.</p> <p>Identifies, one ethical issue when analyzing a problem (ELCC Standard Element 5.4)</p> <p>Minimal analyzes the issue lacking</p>	<p>No use of assessment data to improve school goals and plans learning (ELCC Standard Element 1.2)</p> <p>Does not identify or is confused by the issue, or represents the issue inaccurately.</p> <p>Does not consider ethical issues when analyzing a problem (ELCC Standard Element 5.4)</p> <p>Little analysis of the issue.</p>
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	<p>context, including an assessment of the audience of the analysis.</p> <p>Considers other pertinent contexts and others’ perspectives.</p> <p>Identifies and discusses conclusions, implications, and consequences considering context, assumptions, data, and evidence.</p>	<p>Analyzes the issue with a limited sense of scope and context, including an assessment of the audience of the analysis.</p> <p>Considers limited pertinent contexts and others’ perspectives.</p> <p>Identifies conclusions, implications, and consequences considering context, assumptions, data, and evidence.</p>	<p>scope and context, with no assessment of the audience of the analysis.</p> <p>Deals only with a few perspectives limiting discussion of other possible perspectives significant to the issue.</p> <p>Limited conclusions, implications, and consequences of the issue or the key relationships between the other elements of the problem, such as context, implications, assumptions, or data and evidence are presented.</p>	<p>Deals only with a single perspective and fails to discuss other possible perspectives, especially those significant to the issue.</p> <p>Fails to identify conclusions, implications, and consequences of the issue or the key relationships between the other elements of the problem, such as context, implications, assumptions, or data and evidence.</p>
Ethical Values: Candidates demonstrate professional conduct that models ethical behavior and integrity.				
	Possesses an in depth	Possesses an	Possesses limited	Lacks an understanding

	<p>understanding of the effects of ethical behavior on one’s own leadership (ELCC 5.2).</p> <p>Understands the importance of a commitment to equity and diversity and integrates this into professional practice. (ELCC 5.3; 5.5).</p> <p>Understands the need to act with integrity, fairness and professional ethics conducive to student learning and achievement for all students and uses this knowledge as a guide for professional practice (ELCC 5.1; ELCC 2.1).</p>	<p>understanding of the effects of ethical behavior on one’s own leadership (ELCC 5.2).</p> <p>Understands the importance of a commitment to equity and diversity with limited practice (ELCC 5.3; 5.5).</p> <p>Understands the need to act with integrity and professional ethics conducive to student learning and achievement for all students with limited practice (ELCC 5.1; ELCC 2.1).</p>	<p>understanding of the effects of ethical behavior on one’s own leadership (ELCC 5.2).</p> <p>Limited understanding of the importance of a commitment to equity and diversity (ELCC 5.3; 5.5).</p> <p>Understands the need to act with integrity and professional ethics conducive to student learning and achievement for all students but there is no evidence of this in professional practice (ELCC 5.1; ELCC 2.1).</p>	<p>of the effects of ethical behavior on one’s own leadership (ELCC 5.2).</p> <p>Fails to recognize the importance of modeling a personal and professional code of ethics</p> <p>Fails to recognize the importance of a commitment to equity and diversity (ELCC 5.3; 5.5).</p> <p>Fails to recognize the need to act with integrity, fairness and professional ethics conducive to student learning and achievement for all students (ELCC 5.1; ELCC 2.1).</p>
Initiative: Candidates initiate and lead others in achieving goals, vision and mission.				
	Demonstrates an understanding and acts to	Demonstrates an understanding and can	Demonstrates an understanding and	Fails to provide evidence of an

	<p>influence Supreme Education Council decisions affecting student learning in a school environment (ELCC 6.2).</p> <p>Demonstrates the willingness and ability to serve as an advocate for diverse population of students and families (ELCC 6.1).</p> <p>Initiates the development and support of innovative school policies and procedures that protect the welfare and safety of students and staff (ELCC 3.3).</p>	<p>act to influence Supreme Education Council decisions affecting student learning in a school environment (ELCC 6.2).</p> <p>Demonstrates the willingness with limited ability to serve as an advocate for diverse population of students and families (ELCC 6.1).</p> <p>Initiates the development and support of school policies and procedures that protect the welfare and safety of students and staff (ELCC 3.3).</p>	<p>back fails to act on Supreme Education Council decisions affecting student learning in a school environment (ELCC 6.2).</p> <p>Demonstrates the willingness to serve as an advocate for diverse population of students and families (ELCC 6.1).</p> <p>Support of school policies and procedures that protect the welfare and safety of students and staff (ELCC 3.3).</p>	<p>understanding of Supreme Education Council decisions and their affect on student learning in a school environment (ELCC 6.2).</p> <p>Does not have the willingness or the ability to serve as an advocate for diverse population of students and families (ELCC 6.1).</p> <p>Supports existing school policies procedures that might not fully protect the welfare and safety of students and staff (ELCC 3.3).</p>
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MEL Program Meeting Meeting Minutes

Date of Meeting :	October 27th, 2013
Time of Meeting:	9:30 AM
Minutes Prepared by:	Michael H. Romanowski
Meeting Location:	Dr. Nancy's office
1. Attendees:	
Professor Nancy Allen	NCATE Coordinator
Prof. Michael Romanowski	Program Coordinator/ M.Ed. Leadership
Dr. Abdulla Abu Tineh	NCED Director
Dr. Ramzi Nassir	Associate Professor of Educational Sciences
2. Purpose of Meeting	
Discuss various NCATE/SPA issues	
3. Meeting Agenda	
<ol style="list-style-type: none"> 1. Welcome 2. Newly developed MEL dispositions and rubric 3. Disposition assessment 4. Impact on Students 5. SPA Report 6. Future plans 	
4. Meeting Issues, Discussions, Decisions	
<ol style="list-style-type: none"> 1. Committee members were welcomed 2. Dr. Nancy and Dr. Michael informed the committee members about the newly developed disposition for the MEL program and the rubric that will be used to assess these. Committee members were informed that the dispositions have been reduced to 8 and they will be receiving copies of the dispositions and the rubric for their input. 3. Discussion took place regarding the disposition as to where they are taught, where assessed and where students are given the opportunity to learn and apply the disposition. 4. The committee discussed how the program could better assess the MEL candidates' impact on student. The decision was to use the action research project to provide evidence of 	

candidates' impact on students.

5. The committee discussed the SPA report. Dr. Michael and Dr. Nancy will sit to begin the report seeking input from faculty members.

5.Tasks		
1. Complete Dispositions and Rubric	Dr. Michael	Next meeting
2. Begin SPA report	Dr. Michael	November
6.Next Meeting		
TBA		