Institutional Effectiveness
2022-2023

Program: Instructional Leadership EDS
College and Department: College of Education, Department of Curriculum & Instruction
Contact: Jeremy Wendt
Mission:

The mission of the Department of Curriculum & Instruction is to enhance education and policy for the well-being of society through the creation, communication and application of new knowledge; preparation of scholars, researchers, educators and other professionals to meet the needs of our increasingly diverse, global, technological society; and outreach initiatives engaged with matters related to the local community, state, nation, and world.

Mission Brief: Learn from the past. Impact the present. Focus on the future.

Vision: Evidence-based, student-focused, future-oriented education for life-long learners.

Attach Curriculum Map (Educational Programs Only): *See Appendix 1.

OUTCOME: CANDIDATE CONTENT AND PEDAGOGICAL KNOWLEDGE

Define Outcome:
1. Candidates for the INSL EdS in C&I will demonstrate content and pedagogical knowledge in their teaching area as reflected by passing scores on state licensure examinations.

2. Candidates for the INSL EdS in C&I will apply ethical research, compliance, practice and understanding in their coursework and degree program.

Assessment Methods:
1. State licensure exams. Candidates take state-mandated licensure exams in order to be recommended for licensure. The Praxis Leadership Exam assessments measure candidates' content knowledge of the subjects they teach. The subject assessments measure subject-specific teaching skills and content knowledge. Validity for the assessments is evidenced through multiple means, including job analysis; item writing and reviewing; standard-setting studies; test reviews; and ongoing reviews. Reliability is addressed via the standard error of measurement, reliability of classification, and reliability of scoring. Praxis is a proprietary assessment developed, regulated, and scored by ETS, and the Tennessee State Board of Education sets candidate cut scores.
2. CITI training modules - Candidates for the INSL EdS will complete the required CITI training modules to demonstrate ethical research, compliance, practice and understanding. The CITI training modules: Enhance the integrity and professionalism of medical, healthcare, technology, and higher education communities, staff, and students

conducting research or other compliance-related activities in the United States and globally; educate members, administrators and organizational leadership of ethics committees and compliance entities to enable them to conduct their oversight and credentialing duties effectively, efficiently and professionally; promote ethical research at organizations where research is conducted through the education of research administrators and organizational leadership.

Criteria for Success (Thresholds for Assessment Methods):

1. PRAXIS Leadership Exam Scores - Candidates in licensure programs must meet or exceed required scores on Praxis II exams for her or his program. These scores are reported to TTU directly from ETS. Performance at a level above or comparable to the state mean on the Praxis Examination will be defined as TTU candidates having a mean score above or equal to the state mean. Praxis scores are generally reported a year behind due to a delay with state reporting.
2. CITI training modules - Candidates for the INSL EdS will complete the required CITI training modules to demonstrate ethical research, compliance, practice and understanding with a minimum 80% score on the modules.

Results and Analysis:
Results 1: Candidate Content and Pedagogical Knowledge

With changes to the cycle of data collection for IE, the department has complete data sets for the most recent completers (2022-2023).

PRAXIS SCORES II:

Pass rates for Praxis exam (MA & EdS):

Table 1. School Leaders Licensure Assessment PRAXIS (6990)

	TTU			State		
Year	N	Pass Rate	Mean	N	Pass Rate	Mean
2019-2020	27	85.19	162.44	461	92.41	168.19
2020-2021	25	96	169.24	694	94.52	168.78
2021-2022	28	92.86	165.61	679	94.99	168.37
2022-2023	14	92.86	165.93	564	92.73	167.65

COMPREHENSIVE EXAM:

	Pass	Fail	Rewrite	Total
2019-20	16	0	0	16
2020-21	12	0	0	12

In 2022-2023, C&I MA/EdS graduates had a 100% completion rate for the CITI training modules. The department's goal is to achieve the 100% completion rate annually.

Use of Results to Improve Outcomes:
Outcome 1 & Outcome 2

Multiple changes will be made to the assessment plan, specifically related to the Comprehensive Exam.

- Completion of CITI training is now a pre-requisite for admission to candidacy. All candidates complete the CITI training before or during their research courses.
- The Comp exam has been replaced with the completion of a culminating research project. Results from the rubric scoring of the project can be used to not only assess research skills, but also content knowledge and application.

OUTCOME: EFFECTIVE RESEARCH EXPERIENCE

Define Outcome:
Candidates for the INSL EdS in C&I will demonstrate research methods knowledge and skill as reflected by passing grades on the culminating research project. A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods:
Research Proposal - Candidates in all programs complete a sequence of research courses near the end of their program. A research proposal is finalized in CUED 7910. A rubric is used in all courses to provide data to inform the department of the preparedness of candidates. Data from applied research will be discussed among research faculty and shared in departmental meetings to help determine any recommended changes. (Comprehensive Exam - In August 2021, traditional comprehensive examinations were replaced by the culminating research project and will assess all candidates' content and pedagogical knowledge in a more authentic and in-depth application)

Criteria for Success (Thresholds for Assessment Methods):
Pass rates/percentages in the research course rubric will indicate if the majority of students have met or exceeded departmental and university graduate school requirements.

Results and Analysis:
Results Outcome 2: Effective Field Research Experience

Research Course Grades (CUED 7910)

	Satisfactory	General	Minimal	Below Expectations			
	A	B	C	D	F	I	IF
2019-20	90.70%	6.70%	1.30%	0%	0%	1.30%	0%
2020-21	95.70%	0%	0%	0%	0%	4.30%	0%
2021-22	78.90%	16.50%	2.80%	0.00%	0.90%	0.90%	0.00%
2022-23	58.10%	19.40%	9.70%	3.20%	3.20%	6.40%	0%

Use of Results to Improve Outcomes:
Outcome 2: Effective Research Experience

Updates to the research core better reflect current educational language and CAEP standards. Collaborative research and increased knowledge across quantitative and qualitative topics from students are evident in the project success rates and topics.

Example research papers from the quantitative research course:

1. Gamification Versus Traditional Instruction and High School Environmental Science Achievement
2. Functional Communication Training: Comparing the Use of Communication Boards and Sign Language on Reducing Echolalia
3. Students' Perceptions of Learning and Engagement: Quizzizz in Math Instruction

Example research papers from the qualitative research course:

1. How Elementary Teachers Perceive Inclusion and Students' Learning in the Inclusive Classroom: An Interpretive Case Study in a Rural Middle Tennessee School
2. An Interpretive Case Study: How Elementary School Teachers, Guidance Counselors, and Principals View the Impact of Social-Emotional Learning in a Middle Tennessee School

Summative Evaluation:
Outcome 2: Effective Research Experience

Updates to the research core better reflect current educational language and CAEP standards. Collaborative research and increased knowledge across quantitative and qualitative topics from students are evident in the project success rates and topics.

Example research papers from the quantitative research course:

1. Gamification Versus Traditional Instruction and High School Environmental Science Achievement
2. Functional Communication Training: Comparing the Use of Communication Boards and Sign Language on Reducing Echolalia
3. Students' Perceptions of Learning and Engagement: Quizzizz in Math Instruction

Example research papers from the qualitative research course:

1. How Elementary Teachers Perceive Inclusion and Students' Learning in the Inclusive Classroom: An Interpretive Case Study in a Rural Middle Tennessee School
2. An Interpretive Case Study: How Elementary School Teachers, Guidance Counselors, and Principals View the Impact of Social-Emotional Learning in a Middle Tennessee School

Assessment Plan Changes:
Outcome 2: Effective Research Experience

Updates to the research core better reflect current educational language and CAEP standards. Collaborative research and increased knowledge across quantitative and qualitative topics from students are evident in the project success rates and topics.

Example research papers from the quantitative research course:

1. Gamification Versus Traditional Instruction and High School Environmental Science Achievement
2. Functional Communication Training: Comparing the Use of Communication Boards and Sign Language on Reducing Echolalia
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Example research papers from the qualitative research course:

1. How Elementary Teachers Perceive Inclusion and Students' Learning in the Inclusive Classroom: An Interpretive Case Study in a Rural Middle Tennessee School
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Appendix 1: Instructional Leadership EDS

TTU INSTRUCTIONAL LEADERSHIP SPECIALIST IN EDUCATION (Ed.S.) STANDARDS	Course Name & Description	Course Key Assignments	Clinical Experiments
Tennessee Instructional Leadership Standards			
TILS Standard A: Instructional Leadership for Continuous Improvement. An ethical and effective instructional leader facilitates professional practice that continually improves each student's learning.			
Indicators:	Link to all INSL Courses Descriptions		
1. Collaborates with stakeholders to establish and communicate a clear, compelling, shared vision for continuous school improvement.	INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
2. Builds capacity of educators to provide each student a rigorous curriculum aligned with the Tennessee Academic Standards.	INSL 6520 Human Resources, Management & Public Relations, INSL 7530 Assessment & Evaluation: Improvement in Teaching	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting each student's achievement and growth.	INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
4. Empowers educators to develop and execute interventions to address each student's learning needs, grounded in multiple sources of data (academic, social, and/or emotional).	INSL 6510 School Leadership, Law & Ethics INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching INSL 7010 INSL INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous school improvement.	INSL 6510 School Leadership, Law & Ethics INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching, INSL 7010, INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form

TTU INSTRUCTIONAL LEADERSHIP SPECIALIST IN EDUCATION (Ed.S.) STANDARDS	Course Name & Description	Course Key Assignments	Clinical Experiments
Tennessee Instructional Leadership Standards			
TILS Standard B: Culture for Teaching and Learning. An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful, and safe environment providing equitable educational opportunities and culturally responsive practices conducive to learning and growth for each student.			
Indicators:	Link to all INSL Courses Descriptions		
1. Collaborates with stakeholders to establish and communicate a clear, compelling, shared vision for a culture conducive to teaching and learning.	INSL 6520 Human Resources, Management & Public Relations INSL 7010 INSL INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
2. Leverages educator strengths to ensure that each student has equitable access to effective teachers and meaningful, relevant, and equitable learning opportunities.	INSL 6520 Human Resources, Management & Public Relations INSL 7010 INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
3. Fosters a safe, respectful, and orderly environment that cultivates an inclusive, caring, and supportive school community for each student.	INSL 6520 Human Resources, Management & Public Relations INSL 7010 INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
4. Takes measures to actively involve families in the culturally responsive education of each student.	INSL 6520 Human Resources, Management & Public Relations, INSL 7530 Assessment & Evaluation: Improvement in Teaching	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success regardless of race, class, culture and language, gender and sexual orientation, and disability or special status.	INSL 6510 School Leadership, Law & Ethics, INSL 6520 Human Resources, Management & Public Relations, INSL 7530 Assessment & Evaluation: Improvement in Teaching	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.	INSL 6510 School Leadership, Law & Ethics INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching, INSL 7010, INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form

TTU INSTRUCTIONAL LEADERSHIP SPECIALIST IN EDUCATION (Ed.S.) STANDARDS	Course Name & Description	Course Key Assignments	Clinical Experiments
Tennessee Instructional Leadership Standards			
TILS Standard C: Professional Learning and Growth. An ethical and effective instructional leader develops capacity of each educator by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.			
Indicators:	Link to all INSL Courses Descriptions		
1. Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling, shared vision for professional learning and growth.	INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.	INSL 6510 School Leadership, Law & Ethics, INSL 6520 Human Resources, Management & Public Relations, INSL 7530 Assessment & Evaluation: Improvement in Teaching	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.	INSL 6510 School Leadership, Law & Ethics, INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching INSL 7010 INSL INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
4. Engages faculty and self in data-informed, differentiated professional learning opportunities that promote the academic success and well-being of each student and are aligned with the Tennessee Standards for Professional Learning.	INSL 7530 Assessment & Evaluation: Improvement in Teaching	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
5. Collaborates with others to recruit, induct, support, retain, and develop effective educators using various strategies based on multiple sources of data.	INSL 7530 Assessment & Evaluation: Improvement in Teaching, INSL 7010, INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
6. Identifies and supports potential teacher leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.	INSL 6510 School Leadership, Law & Ethics INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching, INSL 7010, INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
7. Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.	INSL 6510 School Leadership, Law & Ethics INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching, INSL 7010, INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form

TTU INSTRUCTIONAL LEADERSHIP SPECIALIST IN EDUCATION (Ed.S.) STANDARDS	Course Name & Description	Course Key Assignments	Clinical Experiments
Tennessee Instructional Leadership Standards			
TILS Standard D: Resource Management. An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.			
Indicators:	Link to all INSL Courses Descriptions		
1. Strategically and equitably utilizes community resources and partners to support the school's shared mission, vision, and goals.	INSL 6510 School Leadership, Law & Ethics, INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching INSL 7010 INSL INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
2. Includes a diverse set of educators and stakeholders in school improvement decisions.	INSL 6510 School Leadership, Law & Ethics, INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching INSL 7010 INSL INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiments (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
3. Establishes, communicates, and enforces a set of standard operating procedures and routines that are equitable, culturally responsive, and aligned with district, state, and federal policy.	INSL 6510 School Leadership, Law & Ethics, INSL 6520 Human Resources, Management & Public Relations	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiments (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
4. Performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff.	INSL 6510 School Leadership, Law & Ethics, INSL 6520 Human Resources, Management & Public Relations, INSL 6560 Technology for Administrators	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiments (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form