

**Institutional Effectiveness
2024-2025**

Program: Instructional Leadership EdS

College and Department: College of Education & Human Sciences, 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):

Attached Files: See Appendix 1

PO 1: Content & 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.

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning,2.B Research, Scholar, Intellect, and Creativity,4.B Programs, Certificates, and Training

Results and Analysis:**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

The department faculty and administration will continually evaluate the content and curriculum that builds towards successful completion of the Praxis. 100% success on these nationally norm-referenced indicators are vital to accreditation and licensure in the department for our candidates. Curricular changes across all programs have been implemented to maintain current standards in each program.

In 2023-2024, 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:

The department faculty and administration will continually evaluate the content and curriculum that builds towards successful completion of the Praxis. 100% success on these nationally norm-referenced indicators are vital to accreditation and licensure in the department for our candidates. Curricular changes across all programs have been implemented to maintain current standards in each program. For instructional leadership, literacy and trauma-informed practice modules were integrated to remain current and ensure proper training and preparation for Praxis exams and state requirements. The department faculty and administration will continually evaluate the content and curriculum that builds towards successful completion of the Praxis and INSL licensure requirements. Part of the continuous improvement cycle is facilitated through the Data and Assessment Forums (DAF). DAFs are convened monthly with EPP-wide participation. The goal is to facilitate systematic, collective analysis and review of performance, program quality, and EPP operations to initiate data-driven changes. At DAF

meetings, program stakeholders analyze trends in candidate/completer data to identify areas of strength and improvement disaggregated by program, race/ethnicity, and gender. DAF groups are divided by content area to support focused discussion and to evaluate trends across programs. Strategic decisions are mapped at the DAF and are documented for the purposes of monitoring, follow up, and closing the continuous improvement loop. Licensure programs are designed to ensure candidates develop and demonstrate discipline-specific content knowledge and skills through a state-managed approval process, adhering to standards outlined in the Tennessee Educator Preparation Policy. Candidates must pass Praxis and complete coursework aligned with InTASC and TILS specialty area standards. Evidence displays how the regularly reviewed and updated courses incorporate current educational practices such as trauma-informed curriculum and local literacy mandates. These programs are consistently evaluated in DAFs and ELCs using aggregated and disaggregated data to maintain high standards and address any variations in performance across different demographics. Success on these nationally norm-referenced indicators are vital to accreditation and licensure in the department for our candidates. Curricular changes across all programs have been implemented to maintain current standards in each program.

PO 2: 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.

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning, 2.B Research, Scholar, Intellect, and Creativity

Results and Analysis:

Research Course Grades (CUED 7910)

	Satisfactory	General	Minimal	Below Expectations			
	A	B	C	D	F	I	IF
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%
2023-24	70.00%	15.00%	15.00%	0.00%	0.00%	0.00%	0.00%

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. Refinements to the course content and delivery by faculty have been minor and no major changes have been made to the research rubric. Results of the research project series are analyzed in research faculty meetings, the college data and assessment forum, and departmental faculty meetings. When improvements are identified (as needed), those are addressed in terms of curricular integrations, program of study changes, or faculty development. Research grades and project completion was successful and no additional major changes were applied this academic year.

Use of Results to Improve Outcomes:

An elaborate and thorough rubric (included in evidence) 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. Research projects, impacts, and curricular changes are addressed in several formalized settings. Results of the research project series are analyzed in research faculty meetings, the college data and assessment forum, and departmental faculty meetings.

In response to ongoing challenges observed in students' academic writing—particularly within the Literature Review section—several targeted instructional improvements were implemented to better support student learning and performance. The standalone Literature Review assignment was revised to increase its point value and emphasize its significance within the overall project. This revision provides students with multiple opportunities for feedback and revision prior to submitting their final proposal, encouraging more meaningful engagement with the research process.

To strengthen students' academic writing skills—both across the full paper and within the Literature Review specifically—a required in-depth APA module was added to the courses. This resource equips students with essential knowledge of citation practices and formatting. It is paired with a structured paper template that outlines expectations for organization, tone, and style across major sections of the project, helping students approach their writing with greater clarity, confidence, and correctness. Students were also permitted to use generative AI tools at appropriate stages of the writing process—such as for brainstorming, organization, and improving grammar and flow. This use is closely guided by faculty oversight to ensure academic integrity and originality. The structured integration of AI has allowed students more time to actively engage in drafting and revising their work, while helping them focus more on the core content of their research projects.

Additionally, the Assessment of Assessments committee conducted a comprehensive review and revision of the grading rubric for the research courses. The updated rubric provides clearer performance expectations and better alignment with current evaluation standards, supporting grading consistency and reinforcing core course learning outcomes. To support student success in the latter stages of the project, faculty prioritized meeting individually with each student to ensure appropriate data analysis and to clarify expectations for the final paper. These one-on-one meetings have strengthened students' understanding of data interpretation and improved the quality of the final two chapters—Data Analysis and Discussion—by helping students articulate findings with greater depth and alignment to their research questions.

Since implementing these changes, faculty have observed notable improvements in students' Literature Review sections—particularly in source synthesis, academic voice, and APA adherence—as well as in the clarity, coherence, and analytical depth of the final chapters. These instructional strategies were first introduced in Fall 2024 and further refined in Spring 2025 in response to faculty reflection, student needs, and initial outcomes. Enhancements such as improved scaffolding, individualized support, and responsible AI use have been fine-tuned to strengthen student engagement, writing quality, and alignment with program learning goals. Looking ahead, continued efforts will focus on maintaining high levels of individualized support, deepening students' understanding of qualitative research processes, and further refining these targeted improvements to enhance students' final paper submissions. These ongoing improvements reflect a commitment to continuous refinement of instruction and a desire to cultivate student writing confidence and research competency.

Below are some examples of research studies that were very innovative and successful:

- Educator and Administrator Perspectives on Academic and Social Accommodations and Services Provided to Students with Autism Spectrum Disorder: An Interpretive Case Study at a Tennessee University
- Empathy and Friendship Between Pre-K Students and Younger: A Qualitative Study of Teacher Perspectives on the Peer Buddy System in an Early Childhood Setting in Tennessee
- Stakeholder Views of Benefits and Barriers within Carceral Post-Secondary Education Programs: An Interpretive Case Study in Tennessee
- Teachers' Experiences with Mathematics Anxiety and Strategies they Utilize to Mitigate it: An Interpretive Case Study in a Middle Tennessee School
- Teachers' Perspectives on the Impact of Collaborative Learning on Intrinsic Motivation and Cognitive Engagement in Middle and High School ESL Classrooms in a Small Urban Setting: A Qualitative Case Study

Summative Evaluation:

Outcome 1 & Outcome 2

Multiple changes have been made to the assessment plan, specifically related to the Comprehensive Exam.

1. 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. Successful completion of the CITI training allows candidates to demonstrate ethical research, compliance, practice and understanding.
2. 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 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.

Assessment Plan Changes:**List of Appendices:**

Appendix 1: Curriculum Map

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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 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 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 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. 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 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. 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 Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form