Appendix A

**University Council for Educational Administration
Site Visit Evaluation Matrix**

*"Superior institutional commitment and
capacity to provide leadership for
advancement of educational administration
preparation, scholarship, and practice
consistent with UCEA's established mission
and purpose."*

UCEA Standard	Evidence Written Documentation	Evidence Interview /Meeting Questions	Contact
1. Evidence of significant efforts by faculty members to identify, develop, and promote a relevant, professional knowledge base for the contemporary practice of educational administration.	1. Provide a faculty list of all publications (last 4-5 years) as well as copies/reprints of all faculty-published works (e.g., journal articles, books, book chapters, and monographs). 2. Ensure that the list demonstrates acceptance rate of the journal (using Campbell & Campbell), number of books sold, courses where it is used, etc. 3. Program mission statement reflects the importance of research. 4. Description of University's overall grant efforts and opportunities for internal faculty research support. Comparison with program grant efforts.	1. What is the overall thrust/focus of faculty research at this institution? Significant strands of Educational Administration that this research informs (e.g., leadership, policy, diversity, etc.) 2. How does the research conducted by this faculty influence course content and curriculum, program offerings etc.? 3. What percentage of these publications are conducted by faculty who have at least .5 fte teaching/advising responsibilities in the Ed. Admin. Program?	1. Faculty 2. Students Faculty Recent graduates 3. Faculty
2. The program requires an appropriate master's degree as a prerequisite for study in the professional preparation program.	1. Provide published materials (flyers, brochures, university catalogue, etc.) listing prerequisites for admission courses titles & sequence of MA program. 2. Recent program review (e.g., State DOE, NCATE, etc.). 3. Provide a list of names, gender, ethnicity, & current position of recent graduates (2 years) and current students.	1. How does your Masters program professionally prepare students to be leaders of educational organizations, aside from course titles and content? 2. How does it prepare them for future study /certification? 3. Please describe three of your courses in detail and share how they contribute to the preparation of school leadership. 4. Please describe the pedagogical approach used in your courses and why they are used.	1. Recent graduates Faculty 2. Recent graduates Students Faculty 3. Faculty 4. Faculty Students

UCEA Standard	Evidence Written Documentation	Evidence Interview /Meeting Questions	Contact
3. The program is systematic, sequential, and linked to the knowledge base and best practices of the field.	1. Matrix of course list (titles, units, when offered & faculty who teach) 2. List of Dissertation topics from the last 3 years	1. Are there certification indices (ISSLC) that inform course content, course sequence, program organization (e.g., cohorts) and program evaluation? 2. Are there theories (e.g., adult learning theory) that inform course content, course sequence, program organization (e.g., cohorts) and program evaluation?	1. Faculty 2. Faculty

4. The program includes concentrated periods of full-time study and supervised clinical practice.	1. Evidence of program requirements for full-time study and clinical practice. (Matrix with time-line and course outlines).
	2. Evidence (list of students, names, degree sought, etc.,) who have received financial assistance (scholarships, fellowships, awards, g.a.'s etc.) and amounts received.
	3. Student portfolios or field-based projects.
	4. Evaluations (formal or informal) of the value of these experiences.
		1. What is the nature of the contact between faculty and students during their field experiences?
		2. How are students supported for full-time study?
		3. How are student's supervised in clinical practice settings? What are they doing in these settings and how are these related to best practice?
		4. How are students strengths and weaknesses taken into consideration when settings and supervisors are chosen?
		5. How are students strengths and weaknesses taken into consideration when experiences are planned?
			1. Faculty
			   Students
			
			2. Faculty
			   Students
			
			3. Faculty
			   Students
			
			4. Faculty
			
			5. Faculty

5. The program has established long-term relationships between university, professional preparation program, school districts, and other appropriate agencies to create partnership sites for clinical study, field residency, and applied research.	1. List of all organizations. Evidence of dated correspondence (letters, memorandums of agreement, etc.)
	2. List of the names, titles and relationship to the program of all persons in these universities/ agencies/districts/schools.
	3. Description of collaborations and how long they have existed.
	4. Documentation of products or outcomes of these collaborations (e.g., projects, programs, courses, publications).
		1. Who are your partners? How and when were these relationships established?
		2. How are they maintained? (i.e., is it done systematically - through funding, regular exchange of interns, through funding or by the "good-will" of individual faculty?)
		3. How do these arrangements benefit your students and the program?
		4. Is there any form of reciprocation? Do any of them teach in the program or serve in advisory capacities? Are they compensated?
			1. Faculty
			   Collaborators
			
			2. Faculty
			
			3. Faculty
			   Students
			   Collaborators
			4. Faculty
			   Collaborators

UCEA Standard	Evidence	Evidence	Contact
	Written Documentation	Interview /Meeting Questions	
6. The program involves a critical mass of full-time faculty whose appointments are in the department in which educational administrators are educated and who exhibit excellence in scholarship and teaching.	1. List of all faculty who teach at east .5 fte in the educational administration program. The list should include, name, degree(s), rank, time in rank, tenured or tenure track, list of scholarly works (see standard one criteria) courses taught, names and number of MA, Ed.S. and Doctoral advisees. 2. Examples of faculty evaluations (for courses as well as tenure and promotion) 3. Documentation of faculty teaching load 4. Description of program support for new faculty	1. How are faculty evaluated? How often are they evaluated? 2. How does the department/ college support new faculty? 3. Does the department /college/university have any systematic means for evaluation of faculty for promotion and tenure? What are the departmental /university criteria for tenure? 4. Is the professional development of faculty required, supported, and/or made available? 5. Is there any form of post-tenure review? 6. How many of your courses are not taught by full time faculty? How are non-full time faculty chosen and evaluated? How do you ensure course relevance and quality?	1. Faculty 2. Faculty 3. Faculty 4. Faculty 5. Faculty 6. Faculty
7. The program is characterized by systematic, written recruitment and admission plans that rely on multiple sources of evidence and show deliberate efforts to attract highly qualified applicants, including applicants from racial and ethnic minorities and women.	1. Copies of position notifications & student recruitment efforts (Chronicle of Higher Education, Flyers distributed at conferences, position announcements sent to list servs like AERA Division A) 2. Plan for working with local school districts to identify quality candidates. 3. Policy concerning the recruitment of underrepresented populations. 4. University or Departmental policy statements indicating recruitment priorities 5. Admissions criteria and process. 6. List (name, gender, ethnicity) of recently hired faculty. 7. List (name, gender, ethnicity) of all applicants and their status (accepted, rejected, completed) for last 3 to 5 years.	1. What efforts have the department undertaken to recruit and hire under represented populations of faculty and students? 2. Are there any programs (mentoring, tutoring, etc.) in place to ensure retention? 3. How do you recruit locally?	1. Faculty 2. Faculty Students 3. Faculty

UCEA Standard	Evidence Written Documentation	Evidence Interview /Meeting Questions	Contact
8. The program has developed and maintained systematic efforts to assist all students in professional placement and career advancement.	1. List of all recent (2 years) graduates from all programs. 2. Evidence of program efforts to place students (e.g., list of position openings, participation and invitation of students in employment fairs, student presence at professional meetings) 3. Advising policy for program and/or graduate school.	1. How does this program assist graduates in further professional advancement? 2. Describe the advising process. Comment on its quality. 3. How are advisors selected? 4. Are there any policies regarding advising load?	1. Faculty Students Recent graduates 2. Faculty Students 3. Faculty 4. Faculty
9. The program participates in the development, delivery, and evaluation of systematic professional development programs for educational leaders, in cooperation with appropriate professional associations and other educational and social agencies.	1. Evidence of unpaid & paid service provided by faculty to schools, districts, educational agencies, and the profession. List should include type of service, location, duration and remuneration (if applicable).	1. Is the development, delivery, and evaluation of systematic professional development a priority for your program? 2. What types of professional development does your program provide (e.g., seminars, recertification program, certification updates)	1. Faculty 2. Faculty

Subsequent Questions

UCEA	Interview /Meeting Subsequent Questions	Contact
Superior institutional commitment and capacity to provide leadership for advancement of educational administration preparation, scholarship, and practice consistent with UCEA's established mission & purpose	1. In what capacities will this faculty/ institution provide service to UCEA? 2. How will this faculty/institution provide/enhance the scholarly contributions to UCEA and its member institutions?	1. Faculty 2. Faculty