

## M.Ed. in Educational Leadership 2020-2021

### Program Goals

To graduate educational leaders with the knowledge, skills, ethics, and motivation to:

1. transform educational organizations;
2. facilitate student success; and
3. respond affirmatively to the increasing expectations of their various communities in a technological society and a global environment.

### Student Learning Outcomes (based on the new National Educational Leadership Preparation (NELP) standards for Building-Level Leaders)

1. Mission, Vision, & Core Values:

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) a shared mission and vision; 2) a set of core values; 3) a support system; and 4) a school improvement process.

2. Ethics & Professional Norms:

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) professional norms; 2) decision-making; 3) educational values; and 4) ethical behavior.

3. Equity & Cultural Leadership:

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) equitable protocols; 2) equitable access; 3) responsive practices; and 4) a supportive school community.

4. Instructional Leadership:

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) learning system; 2) instructional practice; 3) assessment system; and 4) learning supports.

5. Community & External Leadership:

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) effective communication; 2) engagement; 3) partnerships; and 4) advocacy.

6. Operations & Management:

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and

commitments necessary for: 1) management and operation; 2) data and resources; 3) communication systems; and 4) legal compliance.

7. Human Resource Leadership:

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) human resources; 2) professional culture; 3) workplace conditions; and 4) supervision and evaluation.

8. Internship & Clinical Practice:

Program completers who successfully complete a building level educational leadership preparation program engaged in a substantial and sustained educational leadership internship experience that developed their ability to promote the success and well-being of each student, teacher and leader through field experiences and clinical practice within a building setting, monitored and evaluated by a qualified, on-site mentor.

### **Assessment of Student Learning Outcomes**

- **Timeline.** Assessment of learning outcomes occurs via benchmark assignments found throughout the Educational Leadership curriculum as approved by CAEP accreditation standards. The timeline for assessment and analysis is not particular to individual learning outcomes, but instead is ongoing through the coursework and eventually a culminating activity (the internship). Each of the NELP standards connects to at least one course or internship assessment. In some instances, the course assignments serve as internship activities. The NELP standards were approved in the fall of 2018.
- **Data from Course Assignments.** The data from course assignments and internship activities will be stored in TaskStream for ease of program performance evaluation. During the 2018-2019 academic year, the EDLE program piloted three performance-based assignments. This was done to see how the program could provide a more effective and meaningful internship experience throughout the duration of coursework. The faculty will evaluate this pilot project in the fall of 2019, make adjustments and implement the initiative (i.e., course-embedded internship) in additional courses in the fall of 2019. By the end of the 2019-2020 academic year, all core leadership courses will be recording data from internship-based assignments. This data will be evaluated each semester and the data from the culminating internship experience will be evaluated in the spring of each academic year.

The desired level of student achievement is all candidates will either meet or exceed the standard as measured by the following:

- Faculty assessments of course assignments
- Mentor assessment of internship performance
- Assessment scores from the School Leader Licensure Assessment (SLLA)

## **Assessment Report 2020-2021**

Over the 2020-2021 academic year, the EDLE program went through two major transitions related to data and the way that it is collected.

Since the EDLE program is in the middle of transitioning to new standards, a new data management system and a new culminating activity, data were collected through the culminating internship experience as well as the School Leader Licensure Assessment (SLLA) to evaluate program performance for the 2018-2019 academic year. The program will continually revise and realign the course assignments, internship experiences, and culminating assessment to the NELP standards.

There were a total of **thirteen students (13) enrolled in the internship for M.Ed./PSBLMC candidates**. Only one student did not complete the internship.

### **Areas of Improvement**

It should be noted that the EDLE programs have been transitioning to the new NELP standards for the past year; however, the SLLA has not been updated to the new standards as of the time that the 2018-2019 student graduating class took the assessment. The SLAA average score reported measures the students understanding of the old ELCC/ISSLC standards. A new SLLA will be in place in the fall of 2019. Overall, students are achieving the standards and they are passing the SLLA assessment. Areas of concern are standards 1, 6, & 7. In general, these areas can continue to improve through the increase of performance-based assessment as the EDLE faculty plans on addressing strategies to further bridge the gap between theory and practice.