

Building-Level Leader Graduate Certificate in Educational Leadership 2022-2023

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, & Improvement: Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

2. Ethics & Professional Norms: Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

3. Equity, Inclusiveness & Cultural Responsiveness: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

4. Learning & Instruction: Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessments.

5. Community & External Leadership: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and

school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

6. Operations & Management: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

7. Building Professional Capacity: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

8. Internship: Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engage candidates in multiple and diverse school settings and provide candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

Assessment of Student Learning Outcomes

- **Timeline.** Assessment of learning outcomes occurs via benchmark assignments embedded throughout the Educational Leadership curriculum which is aligned with the 2018 NELP standards and approved by CAEP. The timeline for assessment and analysis is not particular to individual learning outcomes, but instead is ongoing through the coursework and a culminating activity (the internship). Each of the 22 NELP components connect to significant activities in at least one course and students frequently use those activities during the internship to document their proficiency in standards.

- **Data from Course Assignments.** Data from course assignments and internship activities are archived in Blackboard for ease of program performance evaluation, which is conducted at the end of each semester and compiled into an annual report in the spring of each academic year. At the beginning of their internship semester, EDLE students complete a self-assessment of their proficiency in the NELP standards and components, which is used to individualize their internship experiences to ensure they have opportunities to develop the skills required by NELP standards 1-7.

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

- o Faculty assessments of course assignments

- o Mentor assessment of internship performance
- o Assessment scores from the School Leader Licensure Assessment (SLLA)

Assessment Report 2022-2023

During the 2022-2023 academic year, two students completed the PSBLMC program of study for building administrator licensure. At the time of this report one student passed the School Leader Licensure Assessment (SLLA); the other student has not yet taken the assessment. At this time, EDLE students continue to have a 100% SLLA pass rate on their first attempt at the assessment.

Areas of Improvement

The analysis of data from internship artifacts and evidence indicates that NELP components 1.2, 2.1, 4.1, and 7.4 are areas of growth. While each of the two PSBLMC students submitted evidence that met proficiency criteria, artifacts in those areas suggested room for growth. These results will be shared with faculty members in the courses which address those four components so adjustments can be made to bolster student experiences in those areas.