

## **Educational Specialist in Educational Leadership 2022-2023**

### **Program Goals:**

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

- transform educational organizations;
- facilitate student success; and,
- 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 **District-Level** Leaders)

#### **1. Mission, Vision, & Improvement**

Candidates who successfully complete a district-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 district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

#### **2. Ethics & Professional Norms**

Candidates who successfully complete a district-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 understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.

#### **3. Equity & Cultural Leadership**

Candidates who successfully complete a district-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 district culture.

#### **4. Instructional Leadership**

Candidates who successfully complete a district-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, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

#### **5. Community & External Leadership**

Candidates who successfully complete a district-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 understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

#### **6. Operations & Management**

Candidates who successfully complete a district-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, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.

#### **7. Policy, Governance, & Advocacy**

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

#### **8. Internship**

Candidates successfully completing an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides 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 district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

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

- **Programmatic Adjustment.** During the summer of 2022, admission to the EDLE Ed.S. program was adjusted from rolling to a cohort model. EDLE faculty worked with three students who enrolled prior to the move to a cohort to adjust programs of study to fluidly transition them into the cohort. Independent studies were offered when necessary to eliminate negative consequences of the cohort on previously admitted students. Five new Ed.S. students were added, which increased the number of Ed.S. students from three to eight.
- **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 in standards 1-7 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 Ed.S. students successfully completed the internship for district level licensure, but neither have yet taken the School Superintendent Assessment (SSA). The five new enrollees and one pre-cohort Ed.S. student are scheduled to complete their internships in the Fall 2023.

### **Areas of Improvement**

The analysis of data from internship artifacts and evidence indicates that Ed.S. students who completed their internships scored at “Exceeds Mastery” in 21 of the 22 NELP components in Standards 1-7. The only component which revealed proficiency at “Mastery” instead of “Exceeds Mastery” was 4.3\*. Information will be communicated to faculty who teach courses related to Standard 4 to make instructional and assessment adjustments, if indicated.

\*NELP Component 4.3

Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.