

## M.Ed. in Educational Leadership 2018-2019

### 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. A final assessment will be done at the end of each spring semester starting in the spring of 2020.
- 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 2018-2019**

Over the 2018-2019 academic year, the EDLE program went through two major transitions related to data and the way that it is collected. The final approval of the NELP standards occurred in the fall of 2018 and a plan to address the new CAEP standards was submitted in

December 2018. Because 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.

**NELP Standards:**

Below is a table depicting the average scores for each NELP standard for building-level leadership. The scores are based on a three (3) point scale (0 = “non-existent” 1= “emerging” 2 = “sufficient” and 3 = “exceeds”)

<b>NELP Building-Level Standards and Related Elements</b>	<b>SCORE</b>
<b>Standard One: One: Mission, Vision, and Core Values</b>	<b>2.60</b>
<b>Element 1.1 (MISSION AND VISION)</b> Program completers understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school.	2.62
<b>Element 1.2 (VALUES)</b> Program completers understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school’s culture.	2.62
<b>Element 1.3 (SUPPORT SYSTEM)</b> Program completers understand and demonstrate the capability to build, maintain, and evaluate a coherent system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.	2.57
<b>Standard Two: Ethics and Professional Norms</b>	<b>2.75</b>
<b>Element 2.1 (PROFESSIONAL NORMS)</b> Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others.	2.67
<b>Element 2.2 (DECISION-MAKING)</b> Program completers understand and demonstrate the capability to evaluate the moral and legal consequences of decisions.	2.76
<b>Element 2.3 (VALUES)</b> Program completers understand and demonstrate the capability to model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity.	2.81
<b>Element 2.4 (ETHICAL BEHAVIOR)</b> Program completers understand and demonstrate the capability to model ethical behavior in their actions and relationships with others.	2.76
<b>Standard Three: Equity and Cultural Leadership</b>	<b>2.64</b>
<b>Element 3.1 (EQUITABLE PROTOCOLS)</b> Program completers understand and demonstrate the capability to develop, implement, and evaluate equitable guidelines, procedures and decisions that ensure each stakeholder is treated fairly, respectfully, and with an understanding of culture and context.	2.57
<b>Element 3.2 (EQUITABLE ACCESS)</b>	2.67

Program completers understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success.	
<b>Element 3.3 (RESPONSIVE PRACTICE)</b>	
Program completers understand and demonstrate the capability to support the development of responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations.	2.52
<b>Element 3.4 (SUPPORTIVE SCHOOL COMMUNITY)</b>	
Program completers understand and demonstrate the capability to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as race, culture and language, gender, disability, or special status.	2.81
<b>Standard Four: Instructional Leadership</b>	
	<b>2.64</b>
<b>Element 4.1 (LEARNING SYSTEM)</b>	
Program completers understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.	2.62
<b>Element 4.2 (INSTRUCTIONAL PRACTICE)</b>	
Program completers understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy.	2.76
<b>Element 4.3 (ASSESSMENT SYSTEM)</b>	
Program completers understand and demonstrate the capability to employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction.	2.57
<b>Element 4.4 (LEARNING SUPPORTS)</b>	
Program completers understand and demonstrate the capability to employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student.	2.62
<b>Standard Five: Community and External Leadership</b>	
	<b>2.66</b>
<b>Element 5.1 (COMMUNICATION)</b>	
Program completers understand and demonstrate the capability to maintain effective two-way communication with families and the community.	2.67
<b>Element 5.2 (ENGAGEMENT)</b>	
Program completers understand and demonstrate the capability to engage families, community, and school personnel in strengthening student learning in and out of school.	2.67
<b>Element 5.3 (PARTNERSHIPS)</b>	
Program completers understand and demonstrate the capability to build and sustain productive partnerships with communities and public and private sectors to promote school improvement and student development.	2.62
<b>Element 5.4 (ADVOCACY)</b>	
Program completers understand and demonstrate the capability to advocate for the needs and priorities of the school, district, students, families, and the community.	2.67
<b>Standard Six: Operations and Management</b>	
	<b>2.62</b>
<b>Element 6.1 (MANAGEMENT AND OPERATION SYSTEMS)</b>	
	2.57

Program completers understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs.	
<b>Element 6.2 (DATA AND RESOURCES)</b> Program completers understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.	2.52
<b>Element 6.3 (COMMUNICATION SYSTEMS)</b> Program completers understand and demonstrate the capability to develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement.	2.71
<b>Element 6.4 (LEGAL COMPLIANCE)</b> Program completers understand and demonstrate the capability to comply with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success.	2.67
<b>Standard Seven: Human Resource Leadership</b>	<b>2.60</b>
<b>Element 7.1 (HUMAN RESOURCE MANAGEMENT)</b> Program completers understand and have the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession.	2.57
<b>Element 7.2 (PROFESSIONAL CULTURE)</b> Program completers understand and have the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child.	2.62
<b>Element 7.3 (WORKPLACE CONDITIONS)</b> Program completers understand and have the capability to develop workplace conditions that promote employee leadership, well-being, and professional growth.	2.62
<b>Element 7.4 (SUPERVISION AND EVALUATION)</b> Program completers understand and have the capability to implement research-anchored systems of supervision and evaluation that provide actionable feedback about instruction and other professional practices, promoting collective accountability.	2.57
<b>Standard Eight: Internship and Clinical Practice</b>	<b>2.69</b>
<b>Element 8.1 (FIELD EXPERIENCES)</b> Candidates are provided coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in NELP Building-Level Program Standards one through seven.	2.71
<b>Element 8.2 (AUTHENTIC)</b> Candidates are provided a minimum of six-months of concentrated (10-15 hours per week) building-level internship or clinical experiences that are authentic leadership activities within a building setting.	2.67

Only one candidate scored below a 2.0 (sufficient) on only one of the standard elements (NELP 2.1). The following M.Ed. / PSBLMC candidates completed their culminating internship experience with their overall average scores:

John McMahon (2.38)  
Jessica Lange (2.48)  
Cassie Peer (2.97)  
Jason Meharg (2.76)  
Sabrina Washington (3.0)  
Leah Mrozinski (2.07)  
Breanna Jones (2.83)  
Brent Mitchell (3.0)

Karla Magarin (2.36)  
Jamie Baureis (3.00)  
Ally Bryan (3.0)  
Lillie Dickard (3.0)  
Areianna Reynolds (1.99)  
Kayla Dornblaser (2.62)  
Selena Mitchell (2.93)

Of those candidates who had taken the School Leadership Licensure Assessment (SLLA) at the time of this report (during the 2018-2019 academic year), the **average score was 178.0** with 160 being the established passing score. The lowest score recorded was 166 and the highest score recorded was 191.

### **Areas for 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. However, both the averages of SLLA scores and NELP standards are slightly lower this year than last year. 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.