

Masters of Education 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 connects 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, five students completed the program of study for the Masters of Education in Educational Leadership and two students have one course to complete during Summer 2023, after which the M.Ed. will be complete. Two students who began their internship in 2022-2023 will continue during Fall 2023 and are scheduled to graduate at the end of the Fall semester. At the time of this report four of the five program completers have taken the School Leader Licensure Assessment (SLLA) and passed it on the first attempt. The student who did not take the SLLA is a student from out of Arkansas and their state does not require the SLLA for principal licensure. The four EDLE M.Ed. students earned an average score of 175, which is significantly higher than the state's cut score of 151.

Areas of Improvement

The analysis of data from internship artifacts and evidence indicates that in 17 of the 22 NELP components, M.Ed. students were rated as "Exceeds Mastery". Areas of growth included component 1.2 (96%), 5.3 (92%), 6.1 (92%), 7.1 (96%), and 7.4 (86%). These results will be shared with faculty members in the courses which address those five components so adjustments can be made to bolster student experiences in those areas.

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Assessment Report 2022-2023

During the 2022-2023 academic year, twenty IMPACT Fellows completed the program of study for the Masters of Education in Educational Leadership and graduated in December 2022. At the time of this report two of the 20 program completers have reported their School Leader Licensure Assessment (SLLA) scores to the University. Eight of the 20 program completers have added building licensure to their Arkansas teaching credentials, which requires a passing score on the SLLA.

Areas of Improvement

The analysis of data from internship artifacts and evidence indicates that in all 22 of the NELP components, IMPACT Fellows scored in the “Exceeds Mastery” category. All 22 of them earned scores of A for their internships. The program faculty will continue to collect SLLA score data, as well as feedback from current students and alumni, to inform areas of improvement.