

## Program-Level Assessment: Annual Report

Program: **MA EDUCATION LEADERSHIP**

Department: **EDUCATION LEADERSHIP**

Degree or Certificate Level: **MASTERS**

College/School: **SCHOOL OF EDUCATION**

Date (Month/Year): **SEPTEMBER 2021**

Primary Assessment Contact: **SALLY BETH LYON;**

In what year was the data upon which this report is based collected? **2020 - 2021**

In what year was the program's assessment plan most recently reviewed/updated? **2020**

### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

#### SLU Outcome:

Apply the major practices, theories, or research methodologies in the field(s) of study.

#### MA Student Learning Outcome #2:

Graduates will apply knowledge about evidence based leadership, communication, financial, legal, curriculum/instruction/assessment, and management practices to work in building level educational administration areas.

### 2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

The artifacts directly measuring student learning of ***applying knowledge about evidence based leadership, communication, financial, legal, curriculum/instruction/assessment, and management practices to work in building level educational administration areas*** are:

#### 1. Final Exams - Papers (Public and Catholic Cohorts)

- a. Collected in EDL 5450 - Fall 2020
  - i. Assessed by instructor of record using rubric (see attached in folder)
  - ii. n = 10
- b. Collected in EDL 5730 - Fall 2020
  - i. Assessed by instructor of record using rubric
  - ii. n = 44

#### 2. School Improvement Plan

- a. Collected in EDL 5630 - Spring 2021
  - i. Assessed by instructor (Lyon) of record using rubric (see attached in folder)
  - ii. n = 11

All courses are taught in-person on Frost Campus. Highlighted courses are hybrid or fully online due to COVID-19 global pandemic.

### 3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

The M.A. Faculty, specifically the instructors of record for the courses identified above in question 2, scored the artifacts collected during the respective semesters during the 2020-2021 assessment cycle. For each course, the instructors of record made note at the conclusion of the semester regarding the raw data “scores” of the assignments using a rubric aligned with SLO #2. Each instructor of record kept notes of the overall strengths and areas of growth in relation to SLO #2.

When the instructors of record convened to discuss all artifacts in relation to SLO #2 and assess the Master’s Program in EDL as a whole, they each provided the overall raw data (i.e. how many were scored “developing,” “satisfactory,” and “excellent.”) Faculty members took time to highlight strengths and areas of growth (learning gaps) from each course’s artifacts using language from the SLO #2, which is aligned to the rubric.

Following the discussion, the Faculty synthesized the overall strengths and overall learning gaps that emerged from all of the data related to SLO #2, ***applying knowledge about evidence based leadership, communication, financial, legal, curriculum/instruction/assessment, and management practices to work in building level educational administration areas,***

Given those overall strengths and learning gaps, faculty discuss possible curricular or pedagogical changes to the program that would promote increased learning for students in ***applying knowledge about evidence based leadership, communication, financial, legal, curriculum/instruction/assessment, and management practices to work in building level educational administration areas.***

#### 4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

The results of the assessment in the Curriculum Class, EDL 5450:

**Developing 0/10 = 0%** (The answer provides a superficial plan of action that is not clearly based on evidence-based best practices.)

**Satisfactory 3/10 = 30%** (The answer provides a plausible plan with some relevance to evidence-based best practices.)

**Excellent 7/10 = 70%** (The answer provides an adequate and workable plan of action based on evidence-based best practices. The plan is specific.)

#### 5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

Strengths

- Students write in a way that includes compelling discussion of relevant theories through the framework.
- Students reference the literature from the courses in the assignments.

Learning Gaps

- Students show gaps in their writing that represent the author’s accurate, appropriate, and relevant application of the literature and evidence-based practice content. (Reflection - Connects practice to course readings. “The paper, project, and/or artifacts represent the author’s experience and/or opinions and provide explicit and relevant connections, including citations, to assigned readings.)
- Students also show gaps in applying knowledge about course content at a broader level (building-level educational administration areas). Many students have a lack of school experience outside of their own classroom.

**6. Closing the Loop: Dissemination and Use of Current Assessment Findings**

**A.** When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The Faculty convened on May 19, 2021 following the end of the spring semester and grading of the course artifacts needed to assess the program. Each instructor of record presented their raw data from the artifacts in each course, as well as the overall strengths and areas of growth (or learning gaps) that emerged from each course. A synthesis of the strengths and learning gaps for each course provide an assessment of the overall program, which led to the identified recommended changes below.

**B.** How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you’ve initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

One of the changes that will be implemented in the M.A. program is our process for assessing the whole program. This is the first year that we used the synthesis of course strengths and learning gaps to inform the overall process of assessing the program. Looking for emerging themes across courses is an essential component of program assessment. Based upon the findings of this assessment cycle, we will also be making the following changes. The faculty will:

- Share techniques of how to differentiate for those students who have little educational experience or those who are international students to make up gaps for prior relevant context needed to meet the student learning outcomes.
- List the outcome language on the rubric and reinforce using the language from the student learning outcomes in feedback.
- Reflect and discuss ways in which we can help remediate for lack of background experience.
- Continue to monitor to see if COVID makes a difference.
- Scaffold for international students with student English language second (conversation/oral - multiple forms of assessment) / Formative feedback
- Be intentional about teaching students about academic formal writing.

- Experience paper preparing ( Foundations Class) - Talk to Superintendent standards and MA standards (self-assessment for the whole program) In charge of your own learning - Self-assessment for whole program) Ask Sally Beth for this!!!!
- Make recommended changes to requirements for students during first semester in the program: In addition to course assignments add Stage 1, semester 1 of your program (get on a building level committee, go interview an elementary and secondary principal and ask them these questions - 10 hours each; reflection on their practice or another classroom teacher)

If no changes are being made, please explain why.

## 7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

As a result of evaluating student data as identified in the assessment plan and reported in the assessment cycles during 2019-2020 and 2020-2021, the program faculty replaced written comprehensive examinations with the Performance Assessment for Aspiring Building Administrators.

B. How has this change/have these changes been assessed?

Student submissions of the Performance Assessment for Aspiring Building Administrators are scored by two faculty members and scores are compared and discussed for calibration purposes. Student performance on the assessment is analyzed for strengths and weaknesses.

C. What were the findings of the assessment?

A comparison of student scores on the Performance Assessment for Aspiring Building Administrator from 2019 to 2021 demonstrates improvement in student achievement of the EDL Master's Learning Outcomes.

D. How do you plan to (continue to) use this information moving forward?

Faculty will continue the curriculum mapping process that began during the 20-21 school year in the 2021-2022 school year, further aligning learning objectives and course content to the Performance Assessment for Aspiring Building Administrators.

**IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.**

Final Examination - Managing the Building Curriculum EDL 5450: 20 Points

Objective/Criteria	Developing (Grade of C)	Satisfactory (Grade of B)	Excellent (Grade of A)
<b>Part I: Relevant theory, principles of practice</b>	The answer represents a <u>superficial or vague</u> analysis of the relevant theoretical issues or foundational problems of practice.	The answer provides a <u>plausible</u> analysis of <u>some obvious</u> theoretical issues or foundational problems of practice. The answer lists one relevant theory or big idea for each guiding question. The essay adequately explains one relevant theory.	The answer provides a <u>thorough</u> analysis of the problems, issues, or challenges. The answer lists <u>several relevant theories</u> or big ideas for each guiding question. The essay fully explains one <u>appropriate</u> theoretical issue or foundational problem of practice for each guiding question.
<b>Part II: Plan</b> <ul style="list-style-type: none"> <li>● Action Steps</li> <li>● Who Involved</li> <li>● Timeline</li> <li>● Monitoring Plan</li> </ul>	The answer provides a <u>superficial</u> plan of action that is not clearly based on evidence-based best practices.	The answer provides a plausible plan with some relevance to evidence-based best practices.	The answer provides an <u>adequate and workable</u> plan of action based on evidence-based best practices. The plan is specific.
<b>Reflection: Connects Practice to Course Readings</b>	Writing represents <u>inaccurate</u> application of the literature, or <u>does not</u> apply the literature in the response.	Writing represents accurate but <u>superficial</u> application of the literature.	Writing represents the author's <u>accurate, appropriate and relevant</u> application of the literature and evidence-based practices content.
<b>Graduate Level Writing: APA</b>	There were numerous errors in grammar, spelling, and/or punctuation. Sentence structure was not varied. There were errors in sentence tense and syntax. All sources, quoted or not, were not appropriately cited in-text and on Reference page per APA guidelines.	There were minimal errors in grammar, spelling, and/or punctuation. Sentence structure was for the most part varied and typically utilized appropriate tense and syntax. For the most part, all sources, quoted or not, were appropriately cited in-text and on Reference page per APA guidelines.	There were no errors in grammar, spelling, and/or punctuation. Sentence structure was varied and utilized appropriate tense and syntax. All sources, quoted or not, were appropriately cited in-text and on Reference page per APA guidelines.

Comments/Feedback:

Lyon Principalsip I Leadership Self-Assessment

Name \_\_\_\_\_ Date Submitted \_\_\_\_\_

Missouri Leader Development System Standards – The Aspiring Principal (As of April 2018)	Strengths, Experiences to Date	Needed Experiences, Continuous Professional Growth Ideas
<b>(I) Vision, Mission, and Goals—Visionary Leadership</b>		
1. Knows the importance of a vision and how it relates to the core values and culture of the school community		
2. Understands the importance of all stakeholders knowing the collective mission, vision and core values		
3. Understands how multiple sources of data are connected to a mission, vision and core values		
<b>(II) Teaching and Learning— Instructional Leadership</b>		
4. Understands standards and how they apply to horizontal and vertical alignment of local curricula and content areas		
5. Understands a variety of research-based instructional practices and how to appropriately match learning content		
6. Understands legal implications impacting instruction and engages in meaningful feedback related to effective teacher practice		
7. Understands how to assess student learning using a variety of formal and informal assessments		
8. Knows, uses and understands multiple strategies for analyzing data to inform the instructional process		

Lyon Principalship I Leadership Self-Assessment

Name \_\_\_\_\_ Date Submitted \_\_\_\_\_

9. Understands the principles of adult learning and how these help develop teacher capacity		
<b>(III) Management Skills- Managerial Leadership</b>		
10. Knows how a safe and functional school facility and grounds support student learning		
11. Understands how routines, procedures, schedules and technology support the school environment		
12. Understands tools used to determine key attributes of effective personnel		
13. Understands the necessity of establishing and communicating clear expectations, guidelines and procedures respecting the rights of all staff and students		
14. Understands the role of observation, feedback and intervention for improving or removing personnel and the legal and ethical decisions in creating an effective educator evaluation process		
15. Is knowledgeable of requirements regarding personnel records, laws and reports		
16. Understands the statutory requirements that affect how a school budget works and the major sources of revenue available to support school goals and priorities		
17. Understands how non-fiscal resources support school goals and priorities		
<b>(IV) Collaboration with Families and Stakeholders—Relational Leadership</b>		

Lyon Principalship I Leadership Self-Assessment

Name \_\_\_\_\_ Date Submitted \_\_\_\_\_

18. Knows how and why analysis of student demographics is used to determine the overall diversity of a school and its impact on the teaching and learning process		
19. Understands the legal implications of in-school and out-of-school strategies and resources available to support the well-being of each student		
20. Understands how to build positive relationships in support of student learning and well-being		
21. Understands the importance of building effective, ethical relationships with staff		
22. Understands how to develop a culture of support and respect among staff		
23. Serves as a teacher leader and understands the importance of promoting teacher leadership		
24. Understands a variety of strategies for building relationships with families		
25. Recognizes the importance of building positive relationships with other community stakeholders		
<b>(V) Professional Development— Innovative Leadership</b>		
26. Recognizes knowledge, skills and best practices that support continuous professional growth		
27. Understands the need for professional networks as a key element of professional growth		
28. Understands the importance of reflection and a commitment to ongoing learning		



Lyon Principalship I Leadership Self-Assessment

Name \_\_\_\_\_ Date Submitted \_\_\_\_\_

29. Understands the importance of feedback for improving performance		
30. Understands how time management is a key factor for maintaining a focus on school priorities		
31. Recognizes that beliefs based on new knowledge and understandings are used as a catalyst for change		
32. Is flexible and willing to vary an approach when circumstances change and models ethical personal conduct		

**Internship Site Supervisors:**

**Site One**

Principal Name:

Email

Phone number

School Address

**Site Two**

Principal Name:

Email

Phone number

School Address

EDL 5630 – School Improvement Plans: 25 points (20 Internship Hours)

Objective/Criteria	Developing (Grade of C)	Satisfactory (Grade of B)	Excellent (Grade of A)
<b>School Improvement Plan: Overview of School/Community/Cultural Influences</b>	(2 points) The plan provides <i>limited</i> evidence of the identification of the school/community/cultural influences that impacted the development of the plan.	(2.5 points) The plan provides <i>adequate</i> evidence of the identification of the school/community/cultural influences that impacted the development of the plan.	(3 points) The plan provides <i>complete and clear</i> evidence of the identification of the school/community/cultural influences that impacted the development of the plan. Includes appropriate references to class readings.
<b>Use of Data</b>	(2 points) The plan provides <i>limited</i> evidence of the use of appropriate longitudinal data to support the selection of the problem/challenge.	(2.5 points) The plan provides <i>adequate</i> evidence of the use of appropriate longitudinal data to support the selection of the problem/challenge.	(3 points) The plan provides <i>complete and clear</i> evidence of the use of appropriate longitudinal data to support the selection of the problem/challenge. Includes appropriate references to class readings.
<b>Analysis and Problem Identification</b>	(2 points) The plan provides <i>limited</i> evidence of the selection of a significant problem/challenge impacting instructional practice and student learning.	(2.5 points) The plan provides <i>adequate</i> evidence of the selection of a significant problem/challenge impacting instructional practice and student learning.	(3 points) The plan provides <i>complete and clear</i> evidence of the selection of a significant problem/challenge impacting instructional practice and student learning. Includes appropriate references to class readings.
<b>Goal Setting</b>	(2 points) The plan provides <i>limited</i> evidence of the identification of goals appropriate to the plan.	(2.5 points) The plan provides <i>adequate</i> evidence of the identification of goals appropriate to the plan.	(3 points) The plan provides <i>complete and clear</i> evidence of the identification of goals appropriate to the plan. Includes appropriate references to class readings.
<b>Strategies/Action Steps and Timeline</b>	(2 points) The plan provides <i>limited</i> evidence of the identification of appropriate steps with timelines for the development of the plan.	(2.5 points) The plan provides <i>adequate</i> evidence of the identification of appropriate steps with timelines for the development of the plan.	(3 points) The plan provides <i>complete and clear</i> evidence of the identification of appropriate steps with timelines for the development of the plan. Includes appropriate references to class readings.
<b>Research-based Instructional Strategies that meet the needs of diverse students.</b>	(2 points) The plan provides <i>limited</i> evidence of conducting appropriate research to influence the development of the plan.	(2.5 points) The plan provides <i>adequate</i> evidence of conducting appropriate research to influence the development of the plan.	(3 points) The plan provides <i>complete and clear</i> evidence of conducting appropriate research to influence the development of the plan. Includes appropriate references to class readings.
<b>Faculty Collaboration</b>	(2 points) The plan provides <i>limited</i> evidence of the collaboration of appropriate colleagues and the use of appropriate strategies to communicate the plan to various audiences.	(2.5 points) The plan provides <i>adequate</i> evidence of the collaboration of appropriate colleagues and the use of appropriate strategies to communicate the plan to various audiences.	(3 points) The plan provides <i>complete and clear</i> evidence of the collaboration of appropriate colleagues and the use of appropriate strategies to communicate the plan to various audiences. Includes appropriate references to class readings.

**EDL 5630 – School Improvement Plans: 25 points (20 Internship Hours)**

<b>Logic Model</b>	(2 points) The plan provides a <i>limited</i> diagram depicting selected strategies.	(2.5 points) The plan provides an <i>adequate</i> diagram that depicts the selected strategies and their interrelationships.	(3 points) The plan includes a diagram that clearly and completely depicts the selected strategies and their interrelationships.
<b>Results Indicators and Monitoring Plan</b>	(2 points) The plan provides <i>limited</i> evidence of the use of appropriate criteria and methods to monitor the implementation of the plan.	(2.5 points) The plan provides <i>adequate</i> evidence of the use of appropriate criteria and methods to monitor the implementation of the plan.	(3 points) The plan provides <i>complete and clear</i> evidence of the use of appropriate criteria and methods to monitor the implementation of the plan. Includes appropriate references to class readings.
			<b>Out of 25</b>

As a capstone experience, the School Improvement Plan is an opportunity to integrate what you have learned in EDL5630 and as an educational leader, apply your learning to improving curriculum, instruction and assessment in your school or district. Students will create a leadership plan based on real data and the MSIP 5 standards. Students will analyze the data, create SMART goals, determine strategies and action steps for improvement and an implementation plan (including a logic model) based on best practices of instruction, learning, collaboration, and cultural change. Each section of the plan should include a brief rationale, referencing class readings exemplifying application of course content. This assignment is in preparation for Performance Assessment for Aspiring Building Administrator.