

## Academic Year: 2017-2018

**Program: Ed Leadership M.Ed. (503)**

**College: Educational Leadership**

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**Northwestern Mission.** Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

**Gallaspy College of Education and Human Development Mission.** The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military.

**Department of Teaching, Leadership, and Counseling Mission.** The Department of Teaching, Leadership, and Counseling offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

**Education Leadership Program Mission Statement:** The Educational Leadership program develops and supports building effective leaders for schools who can improve the lives of every K-12 student. The program cultivates and enhances dynamic, high-performing leadership for the renewal and improvement of schools. The program is designed to help those in leadership roles to provide effective leadership for teaching-learning.

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### Methodology:

The assessment process for this program is as follows

1. Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.
2. Data from assessment tools are collected and returned to the program coordinator.
3. The program coordinator will analyze the data to determine whether students have met measurable outcomes.
4. Results from the assessments will be discussed with the program faculty.
5. Annually, program faculty and stakeholders review data to make data-driven, curricular decisions.
6. The program coordinator, in consultation with program faculty, will propose needed changes to measurable outcomes, assessment tools for the next assessment period, and the curricula and overall program.

### Student Learning Outcomes

#### SLO 1

#### Course Map:

EDL 5200 Curriculum Development for School Improvement  
EDL 5300 Supervision for Evaluation and School Improvement  
EDL 5400 The Principalship  
EDL 5500 Financial Resources for Public Schools  
EDL 5600 Human Resources for Professional Development  
EDL 5700 Ethics and School Law  
EDL 5800 School Community Relations  
EDL 6200 Internship in School Administration  
EDUC 5010 Educational Research and Evaluation  
EDCI 5020 Curriculum Development for School Improvement  
EDCI 5030 Instructional Improvement and Assessment  
EDUC 5850 Action Research for School Improvement

<b>Departmental Student Learning Goal</b>	<b>Program Student Learning Outcome</b>
Demonstrate discipline-specific content knowledge. (SPA #1, Praxis II)	Students demonstrate content knowledge with passage of the School Leaders Licensure Assessment (SLLA).

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### Measure 1.1.

Prior to enrollment in EDL 6200, Internship in School Administration, students must pass the SLLA. Passage of the SLLA is required for licensure in educational administration by the Louisiana State Department of Education. This exam is produced by ETS and reflects the most current research on professional judgment and experience of educators across the country. It is based on both national job analysis studies and a set of standards for school leaders identified by the Interstate School Leaders Licensure Consortium (ISLLC). The benchmark performance is that at least 90% of first-time test takers will earn a passing score of 166 – the minimum requirement for Louisiana – or above.

### Finding:

2016-2017: Target met with 95.8% of 24 examinees scoring 160 or above.

2017-2018: Target met with 96.6% of 29 examinees scoring 160 or above.

### Analysis:

In 2016-2017, the target of 90% was met as 95.8% of students were able to successfully pass the SLLA on their first attempt, thus demonstrating students gained discipline-specific content knowledge while completing the coursework prescribed in the Educational Leadership (EDL) program. These results arise from a focus on the ISLLC standards in the EDL program mapped out above. The analysis of the 95.8% student achievement for this SLO confirms that candidates are prepared for the licensure exam, able to demonstrate competency with content knowledge, though there is room for improvement. The plan of action was to continue support for candidates to prepare for the licensure exam. With the objective of supporting future test takers, a group of students in EDL 6200 was asked about which aspect(s) of their previous classes contributed the most to their success on the SLLA. The most common response was the experience they gained with the constructed response items utilized by instructors in their coursework.

In comparison, having implemented the plan of action from 2016-2017 to continue support for candidates to prepare for the licensure exam, the target of 90% of first-time test takers passing the SLLA was met in 2017-2018. Furthermore, the percentage of those who passed increased from 95.8% to 96.6%. The analysis reflects improvement in student learning as a result of a focus on the ISLLC standards and utilizing constructed response items in courses in the EDL program.

### Action - Decision or Recommendation:

Based on the data cited above, it is evident that over 90% of first-time test takers continue to be able to demonstrate content knowledge within the EDL program as is reflected in their passage of the SLLA. With a focus on the ISLLC standards and integration of constructed response items in EDL program classes, most students are prepared to pass the SLLA. Based on the analysis and clear evidence of student learning reflected in this year's results, the faculty will build upon the students' learning experience by examining course materials to ensure they reflect learning associated

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with the ISLLC standards. Additionally, course work will be examined to identify topics/content that lend themselves to being taught and learned by utilizing constructed response assessment items. Where appropriate, more of these items will be added to the curriculum.

### SLO 2

#### Course Map:

EDUC 5010 Educational Research and Evaluation  
EDUC 5850 Action Research for School Improvement

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice.  (SPA #4, Teacher Candidate Observation Form)	Students engage in inquiry through conducting research, analyzing and evaluating data, and drawing conclusions from their practice.

#### Measure 2.1.

Students enrolled in EDUC 5010 and EDUC 5850 complete a research project centered on Educational Leadership, which includes the following: introduction; review of the related literature; methodology; results; summary, conclusions, and recommendations; and an oral defense. The research project is conducted in the students' schools/districts in which they are employed. The research project is evaluated using a rubric collaboratively developed by EDL faculty and based on academic standards indicative of graduate level work. Each student is assigned a major professor and committee members who review students' written work and oral defense in order to ensure and maintain high quality in regard to the assessment rubric and final student product. The benchmark performance is that at least 90% of students will meet or exceed standards with their research project.

#### Finding:

2016-2017: Target met with 100% of students meeting or exceeding rubric standards.  
2017-2018: Target met with 100% of students meeting or exceeding rubric standards.

#### Analysis:

In 2016-2017, the target of 90% was met as 100% of students were able to successfully complete and defend their research papers according to rubric standards determined by their major professor and committee members, thus demonstrating their ability to engage in inquiry through conducting research, analyzing and evaluating data, and drawing conclusions from their practice. These results arise from faculty providing extensive advising and quality feedback beginning with students choosing a research topic through the culmination of their research project and oral defense. The analysis of the 100% student achievement for this SLO confirms that candidates are successful at

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applying discipline-specific content knowledge in professional practice. With the objective of supporting future students and increasing the quality of student work, EDL faculty have discussed the potential for providing students models (strong and weaker) of research projects completed at NSU and at other universities. This could be used to establish among faculty, and with students, criteria that serve to ensure an even higher quality finished product.

In comparison, having implemented the plan of action from 2016-2017 to provide extensive advising and quality feedback to students during the process of completing their research project, the benchmark of 90% of students meeting or exceeding standards with their research project was met in 2017-2018. Furthermore, the percentage of those who met standard stayed the same at 100%. The analysis reflects that students were prepared to successfully conduct and defend application of discipline-specific content knowledge in professional practice. However, upon evaluating the content and meaning of students' research topics, it was noted that some students' research projects focused a great deal on teacher-centered issues with research conducted from the perspective of a teacher. This is as opposed to being from the perspective of a school leader whose functions move beyond a single classroom, encompassing the entire school. As a result, from the beginning of the advising process, when students explore and choose their topics, they will be guided toward research topics and toward asking questions that explore the types of leadership behaviors that school leaders must exhibit in order to ensure that they lead high performing schools.

### **Action - Decision or Recommendation:**

Based on the data cited above, it is evident that over 90% of students completing EDUC 5010 and EDUC 5850 continue to be able to apply discipline-specific content knowledge in professional practice as reflected in their ability to successfully conduct and defend their research project. With the faculty providing extensive advising and quality feedback beginning with students choosing a research topic through the culmination of their research project and oral defense, 100% of students continue to meet standards required on the rubric created by EDL faculty. Based on the analysis and clear evidence of student learning reflected in this year's results, the faculty will build upon the students' learning experience by providing students models (strong and weaker) of research projects completed at NSU and at other universities. This will be used to establish among faculty, and with students, criteria that serve to ensure an even higher quality finished product. Additionally, during the advising process, students will be guided to explore research topics from the perspective of a school leader that are focused on leadership behaviors.

### **SLO 3**

#### **Course Map:**

EDL 5400 The Principalship

EDL 6200 Internship in School Administration

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Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics. (Dispositional Evaluation)	Students use foundational knowledge of the field and professional ethical principles and practice standards to inform education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities.

### Measure 3.1.

During the previous assessment cycle (2016-2017), SLO 3 was measured through a portfolio defense in EDL 6200. The assessment was evaluated using the portfolio defense and the benchmark performance was that 90% or more students would successfully defend their portfolio. 100% of students met that target in 2016-2017 and 2017-2018. Based on this data, the decision was made to – during the academic year, 2017-2018 – explore changes to principal standards as they are transitioning from ISLLC to the Professional Standards for Educational Leaders (PSEL). It was also decided that SLO 3, instead of being assessed through the portfolio defense, would be assessed with the department’s dispositional evaluation. This change was decided to more accurately align with the meaning and purpose of the departmental objective. Faculty created the dispositional evaluation based on agreed-upon best practices and constructs outlined in InTASC standards. Face validity was established by aligning items to constructs, avoiding bias and ambiguous language, and stating items in actionable terms. Analysis was conducted using the CAEP Evaluation Framework for EPP-Created Assessments, resulting in “below sufficient,” “sufficient,” or “above sufficient” ratings. The benchmark performance is that all students will receive a rating of “sufficient” or above by the completion of the capstone course in the EDL program, EDL 6200, with EDL 5400 being the early course during which these dispositional standards are introduced.

### Finding:

2016-2017: Target met with 100% of students passing their portfolio defense.  
2017-2018: Target met with 100% of students receiving a rating of sufficient or above on the dispositional evaluation.

### Analysis:

In 2016-2017 and 2017, the target of the original assessment was met with 100% of students successfully defending their portfolio. As previously mentioned, for 2017-2018, it was decided that the assessment used for evaluating SLO 3 was changed to a dispositional evaluation. The target of 100% of students receiving a rating of sufficient or above on the dispositional evaluation was met with 100% of students completing EDL 6200 receiving a rating of above sufficient. These results arise from a focus on the ISLLC standards in the EDL program mapped out above and the alignment of these standards to the standards used in the dispositional evaluation utilized for assessing SLO 3 in the academic year, 2017-2018. The analysis of the 100% student achievement

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for this SLO confirms that students model professional behaviors and characteristics associated with educational leadership. The plan of action was to explore changes accompanying the transition from the ISLLC to the PSEL standards. This continues to occur, along with discussion about how to introduce the standards associated with the dispositional evaluation to students taking the early course, EDL 5400, and the capstone course, EDL 6200. Faculty have also discussed working collaboratively to assess alignment between the PSEL standards and those included in the dispositional evaluation and to work collaboratively to gain a better understanding of the criteria that can be used to effectively and consistently assess the dispositions of students in EDL 5400 and EDL 6200.

Having implemented the plan of action from 2016-2017 to explore changes to principal standards as they are transitioning from ISLLC to PSEL, the target of 100% of students receiving a rating of sufficient or above on the dispositional evaluation was met in 2017-2018. The dispositional evaluation is the new method for assessing SLO 3. The analysis reflects that students model professional behaviors and characteristics associated with educational leadership standards.

### **Action - Decision or Recommendation:**

Based on the data cited above, it is evident that students who completed EDL 6200 model professional behaviors and characteristics associated with educational leadership standards, as reflected in the sufficient or above ratings they received on their dispositional evaluations. With the faculty focusing on the ISLLC standards in the EDL program mapped out above and the alignment of these standards to the standards used in the dispositional evaluation utilized for assessing SLO 3 in the academic year, 2017-2018, 100% of students met standards required on the dispositional evaluation rubric created by EDL faculty. Based on the analysis and clear evidence of appropriate student dispositions reflected in this year's results, the faculty will build upon the students' experience by exploring changes accompanying the transition from the ISLLC to the PSEL standards, along with discussing how to introduce the standards associated with the dispositional evaluation to students taking the early course, EDL 5400, and the capstone course, EDL 6200. Faculty will also work collaboratively to assess alignment between the PSEL standards and those included in the dispositional evaluation work collaboratively to gain a better understanding of the criteria that can be used to effectively and consistently assess the dispositions of students in EDL 5400 and EDL 6200.

### **SLO 4**

#### **Course Map:**

EDCI 5030 Instructional Improvement and Assessment

<b>Departmental Student Learning Goal</b>	<b>Program Student Learning Outcome</b>
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3, Lesson Plan)	Students complete a study of best teaching practices in a selected core area of practice.

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### Measure 4.1.

Students enrolled in EDCI 5030, Instructional Improvement and Assessment, are required to complete a study of best teaching practices in a selected core area of education. Using this knowledge, candidates observe in a classroom to identify best practices utilized by the teacher. This project requires the candidate to review the school's improvement plan and analyze accountability data to identify strengths and areas needing improvement within the school and draw associations between the results of their teacher observations, the school improvement plan, and the accountability data. Candidates then make recommendations based on their knowledge of best practices. A group of faculty and cooperating teachers collaborated to create the lesson planning template to align with (at the time) new Louisiana Compass and Common Core State Standards' expectations. The template requires candidates to plan for and explain elements of lessons on which in-service teacher evaluations were based. The template is aligned to InTASC standards and possesses content validity. A panel of 8 EPP faculty each conducted four independent rubric-based evaluations of anonymous lesson plan work samples submitted by candidates in four different initial teacher preparation programs. The benchmark performance is that students earn a rating of 2 on each criterion. This is a new SLO for the 2017-2018 assessment cycle.

### Finding:

2017-2018: Target met with candidates performing above the expected benchmark rating of 2 on each criterion with a consistent mean of 2.92 across all criteria and standard elements.

### Analysis:

The mean scores reported for this assessment are noticeably consistent, giving credence to the faculty's decision to make decisions about the assessment on at least two cycles of data. In this way, decisions will be based on trends across cycles rather than the phenomenon that existed in this single cycle of the revised assessment. Meanwhile, based on the consistently relatively high results during the fall 2017 semester, during the spring 2018 semester, while assessing student work, faculty determined to reflect on the validity of the assessment rubric in order to be able to propose meaningful, substantive changes if needed. This assessment allows candidates to demonstrate their ability to evaluate teaching performance and other data sources and then triangulate sources and compare all evidence to best practices. Data from the first administration of the revised assessment reveal that candidates exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline as they complete a study of best teaching practices in a selected core area of practice.

### Action - Decision or Recommendation:

Data from the first administration of the revised assessment reveal that candidates performed above the expected benchmark rating of 2 on each criterion with a consistent

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mean of 2.92 across all criteria and standard elements. Given these consistently high means, faculty will review data again when another cycle is available, identify trends that may exist, and then determine whether adjustments to the assessment are necessary. Making substantive decisions about the revised assessment on one cycle of data is not preferred. In the meantime, based on the consistently relatively high results during the fall 2017 semester, during the spring 2018 semester, while assessing student work, faculty determined to reflect on the validity of the assessment rubric in order to be able to propose meaningful, substantive changes if/when needed.

### SLO 5

#### Course Map:

EDL 5300 Supervision for Evaluation and School Improvement

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5, Student Learning Impact)	Students complete a school-based intervention project in which they collect, analyze, and interpret data.

#### Measure 5.1. (Direct or Indirect?)

Students enrolled in EDL 5300, Supervision for Evaluation and School Improvement, are required to complete a school-based intervention project that demonstrates ability in collection, analysis, interpretation, and use of data. The project must be based on an actual school need identified as a result of data analysis and approved by the school principal. The project is to be a program designed by the candidate that is intended to address the identified need. Since the project will be unique to the school setting, the candidate must define “program” in terms of the project created. Ideally, the program would integrate students, staff, families, and the community; however, candidates must allow the data to determine the direction taken. Candidates, in consultation with the school principal or designee, must determine what sources of data will contribute to the project’s topic. Candidates are expected to use existing data to ensure that the project topic is selected objectively and not based on, for example, a questionnaire the candidate creates and distributes comprised of questions of interest to the candidate. This could result in a skewed project topic selection. A group of faculty and cooperating teachers collaborated to create the student learning impact assessment to align with (at the time) new Louisiana Compass and Common Core State Standards’ expectations. The assessment requires candidates to plan for, create, administer, and analyze student learning. Candidates then reflect on and make instructional decisions based on their analyses. The assessment is aligned to InTASC standards and possesses content validity. A panel of 8 EPP faculty each conducted four independent rubric-based evaluations of anonymous lesson plan work samples submitted by candidates in four different initial teacher preparation programs. Analyses were conducted using the Lawshe Content Validity Ration (CVR) statistic (validity) and the Fisher Intra-class Correlation Coefficient (ICC) for reliability. The benchmark performance is that students

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earn a rating of 2 on each criterion. This is a new SLO for the 2017-2018 assessment cycle.

### **Finding:**

2017-2018: Target met with candidates performing at or above the expected benchmark rating of 2 on each criterion with a range of 2.93-3.00 across all standard elements.

### **Analysis:**

The mean scores on the research based leadership project assessment for the cycle for each element of the ELCC standard elements range from 2.93 to 3.00.

The elements with the lowest mean scores on a scale of 3.00 are:

ELCC 1.3	2.93
ELCC 1.4	2.93
ELCC 3.2	2.93
ELCC 3.3	2.93
ELCC 4.1	2.93
ELCC 6.3	2.93

This assessment allows candidates to demonstrate their abilities in collection, analysis, interpretation, and use of data. Data from the first administration of the revised assessment reveal that candidates make responsible decisions and problem-solve, using data to inform actions when appropriate.

### **Action - Decision or Recommendation:**

Data from the first administration of the revised assessment reveal that candidates performed at or above the expected benchmark rating of 2 on each criterion with a range of 2.93-3.00 across all standard elements. Given these consistently high means, faculty will review data again when another cycle is available, identify trends that may exist, and then determine whether adjustments to the assessment are necessary. Making substantive decisions about the revised assessment on one cycle of data is not preferred.

### **Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:**

- SLO 1 – The target of 90% of first-time test takers passing the SLLA was met in 2016-2017 and 2017-2018. The percentage of those who passed increased from 95.8% to 96.6% in those academic years. The analysis reflects improvement in student learning because of a focus on the ISLLC standards and utilizing constructed response items in courses in the EDL program.

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- SLO 2 – The benchmark of 90% of students meeting or exceeding standards with their research project was met in 2017-2018. The percentage of those who met standard stayed the same as the 2016-2017 academic year at 100%. The analysis reflects that students were prepared to successfully conduct and defend application of discipline-specific content knowledge in professional practice. This resulted from faculty providing extensive advising and quality feedback to students during the process of completing their research project.
- SLO 3 – Having implemented the plan of action from 2016-2017 to explore changes to principal standards as they are transitioning from ISLLC to PSEL, the target of 100% of students receiving a rating of sufficient or above on the dispositional evaluation was met in 2017-2018. The dispositional evaluation is the new method for assessing SLO 3. The analysis reflects that students model professional behaviors and characteristics associated with educational leadership standards.
- SLO 4 – Data from the first administration of the revised assessment reveal that candidates exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline as they completed a study of best teaching practices in a selected core area of practice. Candidates performed above the expected benchmark rating of 2 on each criterion with a consistent mean of 2.92 across all criteria and standard elements.
- SLO 5 – Data from the first administration of the revised assessment reveal that candidates make responsible decisions and problem-solve, using data to inform actions when appropriate. Candidates performed at or above the expected benchmark rating of 2 on each criterion with a range of 2.93-3.00 across all standard elements.
- In order to improve the Educational Leadership program as a whole in 2017-2018, a new faculty member was hired. In part, this was done to reduce the need for having adjunct professors teach program classes. Additionally, this improves the potential for collaboration among EDL faculty, since this person serves full time on the faculty and has access – and can be accessed by others – to other professors who teach in the program. As a result of this collaboration, many of the aforementioned ideas were formulated, and it is expected that they will be implemented.

### Plan of Action Moving Forward:

- SLO 1 – Based on the analysis of the data, faculty will build upon the students' learning experience by examining course materials to ensure they reflect learning associated with the ISLLC standards. Additionally, course work will be examined to identify topics/content that lend themselves to being taught and learned by utilizing constructed response assessment items. Where appropriate, more of these items will be added to the curriculum.
- SLO 2 – Based on the analysis of the data, faculty will build upon the students' learning experience by providing students models (strong and weaker) of

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research projects completed at NSU and at other universities. This will be used to establish among faculty, and with students, criteria that serve to ensure an even higher quality finished product.

- SLO 3 – Based on the analysis of the data, the faculty will build upon the students' experience by exploring changes accompanying the transition from the ISLLC to the PSEL standards, along with discussing how to introduce the standards associated with the dispositional evaluation to students taking the early course, EDL 5400, and the capstone course, EDL 6200. Faculty will also work collaboratively to assess alignment between the PSEL standards and those included in the dispositional evaluation work collaboratively to gain a better understanding of the criteria that can be used to effectively and consistently assess the dispositions of students in EDL 5400 and EDL 6200.
- SLO 4 – Based on the analysis of the data, faculty will review data again when another cycle is available, identify trends that may exist, and then determine whether adjustments to the assessment are necessary. Making substantive decisions about the revised assessment on one cycle of data is not preferred.
- SLO 5 – Based on the analysis of the data, faculty will review data again when another cycle is available, identify trends that may exist, and then determine whether adjustments to the assessment are necessary. Making substantive decisions about the revised assessment on one cycle of data is not preferred.
- Due to the successes of the Educational Leadership program, based on data and recruitment and retention of students, another full-time EDL faculty member will be hired for the upcoming academic year, 2018-2019. Subsequently, opportunities for successfully implementing this plan of action increase, with more time to be spent on collaborating, with the ability to better ensure the reliability of assessment rubrics, and with the inflow of new ideas based on the knowledge, skills, dispositions, and experiences of an additional person serving students in the program.