

Ed.S. in Educational Leadership and Instruction (582)**Division or Department: School of Education****Prepared by: Dustin Hebert****Date: June 6, 2019****Approved by: Katrina Jordan****Date: June 11, 2019**

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.

School of Education Mission. The School of Education 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.

Program Mission Statement: The Education Specialist program prepares in-service educators, who already hold at least master's degrees, for roles beyond strictly classroom teaching. The program's mission is to prepare in-service teachers to serve in public or private educational settings as school leaders, special education curriculum specialists, or technology directors. Candidates explore and test theory, research, and

best practices in their respective disciplines through coursework and clinical experiences.

Methodology:

Data are collected from key assessments in courses identified for each SLO. The assessments are administered as capstone assessments in the courses, and all are evaluated with analytic rubrics. Results are reviewed annually using descriptive statistics, comparisons across administration cycles, and, anecdotally, student feedback.

Student Learning Outcomes:

SLO 1

Course Map: EDUC 5890

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1)	Students use valid and reliable assessment practices.

Measure 1.1. (Direct - Knowledge)

Address the following questions for assessment:

What artifact is used to provide evidence?

Field Study Proposal

How was the assessment developed?

The assessment is aligned to the Graduate School’s field study guidelines.

How does the assessment provide evidence for meeting the state identified standards?

The assessment criteria are aligned to the frameworks used to develop the assessment requirements. Performance indicators are qualitative and progressive across the rating scale.

How was the quality of the assessment/evidence determined or assured? Research-based analyses of quality were not conducted; however, such analyses are planned for the upcoming academic year as part of CAEP evidence quality requirements.

What criteria of success have been established or measured, and how?

100% (n=7) of candidates will earn minimum benchmark ratings of 10 on each criterion.

Finding:

2018-2019: 71% (n=5) of candidates met the benchmark; not met

Analysis:

In 2017-2018, the target was 75% of candidates would meet benchmark. Based on the analysis of these results in 2018-2019, additional course support on writing and APA style were added to the course. Additional submissions of drafts for formative feedback were added to assist candidates in developing their writing and APA formatting skills. As a result, in 2018-2019, 71% (n=5) of candidates met the benchmark. Of the seven enrolled candidates, two did not complete the course; therefore, data were available on only five candidates. The 71% of candidates who met the benchmark either met or exceeded it. Thus, little variation among ratings existed and faculty agree that this SLO's benchmark was not met because two candidates did not complete the course but that the benchmark would have likely been met had all candidates completed the course.

Action - Decision or Recommendation:

Decision. Based on the analysis of 2018-2019 results, in 2019-2020 communication and retention strategies will be used to ensure successful course completion.

SLO 2

Course Map: EDUC 5990

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #4)	Students conduct, evaluate, and use inquiry to guide professional practice.

Measure 2.1. (Direct - Knowledge)

Address the following questions for assessment:

What artifact is used to provide evidence?

Field Study

How was the assessment developed?

The assessment is aligned to the Graduate School's field study guidelines.

How does the assessment provide evidence for meeting the state identified standards?

The assessment criteria are aligned to the frameworks used to develop the assessment requirements. Performance indicators are qualitative and progressive across the rating scale.

How was the quality of the assessment/evidence determined or assured? Research-based analyses of quality were not conducted; however, such analyses are planned for the upcoming academic year as part of CAEP evidence quality requirements.

What criteria of success have been established or measured, and how?

100% (n=3) of candidates will earn minimum benchmark ratings of 10 on each criterion based on performance expectations compared to prior year's averages.

Finding:

2018-2019: 100% (n=3) of candidates met the benchmark; met.

Analysis:

In 2017-2018, the target was 100% of candidates would meet the benchmark. Based on the analysis of these results in 2018-2019, committee members provided feedback to candidates regularly to support student learning and ensured their successful completion of the field study research. Committee members completed multiple reviews of field studies, provided feedback, requested revisions, and then critiqued them again. This process continued until all committee members agreed the field study met expectations. As a result, in 2018-2019, 100% (n=3) of candidates met the benchmark, which is consistent across cycles of EDUC 5990.

Action - Decision or Recommendation:

Recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020 faculty will review opportunities to restructure the feedback and assessment procedures in EDUC 5990 to determine ways to track performance from draft to draft so that more actionable data can be reported annually.

SLO 3

Course Map: EDUC 5990

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics.	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. (Direct - Knowledge)

Address the following questions for assessment:

What artifact is used to provide evidence?

Field Study Oral Defense

How was the assessment developed?

The assessment is aligned to the Graduate School's field study guidelines.

How does the assessment provide evidence for meeting the state identified standards?

The assessment criteria are aligned to the frameworks used to develop the assessment requirements. Performance indicators are qualitative and progressive across the rating scale.

How was the quality of the assessment/evidence determined or assured? Research-based analyses of quality were not conducted; however, such analyses are planned for the upcoming academic year as part of CAEP evidence quality requirements.

What criteria of success have been established or measured, and how?
100% (n=3) of candidates will earn minimum benchmark ratings of 10 on each criterion based on performance expectations compared to prior year's averages.

Finding:

2017-2018: 100% (n=3) of candidates met the benchmark; met.

Analysis:

In 2017-2018, the target was met with 100% (n=9) of candidates meeting the benchmark, which is consistent across cycles of EDUC 5990. Based on the analysis of the 2017-2018 results, in 2018-2019 candidates presented their research findings, and committee members led question-and-answer sessions with candidates. These sessions were conversational, and faculty used probing questions as needed to help candidates provide complete and accurate responses. In cases where candidates struggled to respond completely and accurately, committee members used multiple probing questions and referenced passages from the field studies and/or prior course readings to guide candidates through their responses. As a result, in 2018-2019, 100% (n=3) of candidates met the benchmark.

Action - Decision or Recommendation:

Recommendation. Faculty will review opportunities to restructure the feedback and assessment procedures in EDUC 5990 to determine ways to track performance from draft to draft so that more actionable data can be reported annually.

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

- SLO 1
 - Additional course supports on writing and APA style were added to the course. Additional submissions of drafts for formative feedback were added to assist candidates in developing their writing and APA formatting skills.
- SLO 2
 - Committee members provided feedback to candidates regularly to support student learning and ensured their successful completion of the field study research. Committee members completed multiple reviews of field studies, provided feedback, requested revisions, and then critiqued them again. This process continued until all committee members agreed the field study met expectations.
- SLO 3
 - Candidates presented their research findings, and committee members led question-and-answer sessions with candidates. These sessions were conversational, and faculty used probing questions as needed to help

candidates provide complete and accurate responses. In cases where candidates struggled to respond completely and accurately, committee members used multiple probing questions and referenced passages from the field studies and/or prior course readings to guide candidates through their responses.

Plan of Action Moving Forward. Based on evidence, faculty will revisit the EDUC 5990 assessment tools and procedures to work toward establishing evidence quality and providing more actionable assessment practices to yield accurate reflections of student learning and provide for program improvement. Faculty will also revisit communication and retention efforts to help all students successfully complete courses. The upcoming CAEP Advanced Programs visit will provide faculty to critically analyze the program and focus on additional improvements.