

AC 2019 – 2020 Assessment

Program: Ed Leadership M.Ed. (503)

Division: Gallaspy College of Education and Human Development

Department: School of Education

Prepared by: Steve Westbrook

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Confirmed by GCEHD Assessment Coordinator, Susan Kahn

Approved by: Kimberly McAlister

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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 committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

School of Education 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.

Educational 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 analyzes 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
EDCI 5020 Curriculum Development for School Improvement
EDCI 5030 Instructional Improvement and Assessment
EDUC 5010 Educational Research and Evaluation
EDUC 5850 Action Research for School Improvement

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

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 Educational Testing Services (ETS) and reflects the most current research on

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professional judgment and experience of educators across the country. Historically, it was based on both national job analysis studies and a set of standards for school leaders identified by the Interstate School Leaders Licensure Consortium (ISLLC). ETS has transitioned from those standards to the National Educational Leadership Preparation (NELP) standards for future SLLA exams. 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. Target was met.

Analysis. In AC 2018-2019, the target was met. In 2018-2019, the target of 90.0% was met as 90.0% 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 achievement rates resulted from a focus on the ISLLC standards in the EDL program mapped out above. The analysis of the 90.0% student achievement for this SLO confirmed that candidates were prepared for the licensure exam and demonstrated competency with content knowledge. As a result of this outcome, the plan of action was to 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.

Based on analysis of the 2018-2019 results, faculty made the following changes in 2019-2020 to drive the cycle of improvement. Faculty provided more instructional focus on the ISLLC standards and integrated constructed response items in EDL program classes.

Based on the analysis and clear evidence of student learning reflected in last year's results, in 2019-2020, faculty examined course materials and ensured they reflected learning associated with the NELP standards, as a result of the testing company changing the exam to frame it around the NELP standards. Instructional coursework was examined and modified to reflect the new standards. Constructed response assessment items were utilized for applicable topics and content. Where appropriate, more of these items were added to the curriculum in formative and summative assessment practices.

As a result of these changes, in AC 2019-2020 the target was met.

In 2019-2020, the target of 90.0% was met as 90.0% 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 outcomes resulted from a focus on the ISLLC standards in the EDL program mapped out above. The analysis of the 90.0%

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student achievement for this SLO confirmed that candidates were prepared for the licensure exam and successfully demonstrated competency with content knowledge.

These changes had a direct impact on the student's ability to demonstrate discipline-specific content knowledge.

Decision, action, or recommendation. In 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In 2020-2021, faculty will create and facilitate collaboration sessions regarding this assessment to identify, describe, and analyze content-specific student performance strengths and weaknesses for improvement. The goal of this analysis will be to specifically identify knowledge, skills, and dispositions that are strengths, weaknesses, and areas for program improvement both at the topic and subtopics levels to better articulate expectations and focus instructional design. Based on this analysis, faculty will incorporate teaching and learning strategies that will improve graduate student performance in content-specific areas. Specifically, faculty will examine and adjust course assignments and materials to ensure they reflect learning associated with the NELP standards. Where appropriate, more constructed response formative and summative assessment items will be added to the curriculum.

These changes will improve the student's ability to discipline-specific content knowledge for school leaders, thereby continuing to push the cycle of improvement forward

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.	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 defenses in order to ensure and

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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. Target was met.

Analysis. In 2018-2019, the target of 90% was met and exceeded 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 the ability to engage in inquiry through conducting research, analyzing and evaluating data, and drawing conclusions from practice. The analysis of the 100% student achievement for this SLO confirmed that candidates were successful at applying discipline-specific content knowledge in professional practice.

Based on analysis of the 2018-2019 results, faculty made the following changes in 2019-2020 to drive the cycle of improvement. Faculty provided extensive advising and quality feedback beginning with the student's choice of a research topic through the culmination of the research project and oral defense. With the objective of supporting future students and increasing the quality of student work, EDL faculty provided students exemplars (strong and weaker) of research projects completed at NSU and at other universities. This was done to establish, among faculty and students, criteria that serve to ensure an even higher quality finished product.

As a result of these changes, in AC 2019-2020 the target was met. Having implemented the plan of action from 2018-2019 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 2019-2020.

Furthermore, the percentage of those who met standard remained at 100%. The analysis of 2019-2020 results reflects that students were prepared to successfully conduct and defend the 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 topics, student were guided toward research topics and research questions that explored the types of leadership behaviors that school leaders must exhibit in order to ensure that they lead high performing schools.

Decision, action, or recommendation. In 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In 2020-2021, faculty will create and facilitate collaboration sessions regarding this assessment to identify, describe, and analyze content-specific student performance

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strengths and weaknesses for improvement. The goal of this analysis will be to specifically identify knowledge, skills, and dispositions that are strengths, weaknesses, and areas for program improvement both at the topic and subtopics levels to better articulate expectations and focus instructional design. Based on this analysis, faculty will incorporate teaching and learning strategies that will improve graduate student performance in content-specific areas. Specifically, in 2020-2021 faculty will provide students new exemplars (strong and weaker) of research projects completed at NSU and at other universities to establish criteria that serve to ensure an even higher quality finished product. Additionally, during the advising process, faculty will guide students to explore research meaningful and relevant topics from the perspective of a school leader that are focused on leadership behaviors.

These changes will improve the student's ability to engage in inquiry through conducting research, analyzing, and evaluating data, and drawing conclusions from their practice, thereby continuing to push the cycle of improvement forward.

SLO 3

Course Map:

EDL 5400 The Principalship

EDL 6200 Internship in School Administration

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 (2018-2019), 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.

AC 2018-2019 100% of students met the target.

AC 2019-2020 100% of students met the target.

Finding. Target was met.

Analysis. In AC 2018-2019, the target was met.

In 2018-2019, the target of 90% was met as 100% of students were able to successfully defend their portfolio according to rubric standards, thus demonstrating that students used foundational knowledge of the field and professional ethical principles and practice

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standards to inform education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities.

Based on analysis of the 2018-2019 results, faculty made the following changes in 2019-2020 to drive the cycle of improvement. The outcomes resulted from faculty providing extensive, quality feedback in coursework and academic activities leading up to this capstone experience where students demonstrated the aggregation of their knowledge and skills. With the objective of supporting future students and increasing the quality of student work, EDL faculty ensured the incorporation of NELP standards in coursework and activities leading up to this capstone experience.

Based on the data cited above, it is evident that students who completed EDL 6200 in 2018-2019 used foundational knowledge of the field and professional ethical principles and practice standards to inform education practice, engaged in lifelong learning, advanced the profession, and performed leadership responsibilities. With the faculty focused on the ISLLC standards in the EDL program mapped out above and the alignment of these standards to the standards used in the evaluation rubric utilized for assessing SLO 3 in AC 2018-2019, 100% of students met standards required on the assessment rubric created by EDL faculty. Based on the analysis and clear evidence of appropriate student knowledge, skills, and dispositions reflected in 2018-2019 results, the faculty built upon the students' experience in 2019-2020 by exploring changes accompanying the transition from the ISLLC to the NELP standards, along with discussions on methods for introducing the standards associated with the dispositional evaluation to students taking the early course, EDL 5400, and the capstone course, EDL 6200. This was in addition to the incorporation of those standards into all EDL courses.

As a result of these changes, in AC 2019-2020 the target was met.

In 2019-2020, the target of 90% was met and exceeded as 100% of students successfully defended their portfolio according to rubric standards, thus demonstrating that students used foundational knowledge of the field and professional ethical principles and practice standards to inform education practice, engaged in lifelong learning, advanced the profession, and performed leadership responsibilities. These outcomes resulted from faculty providing extensive, quality feedback in the coursework and academic activities leading up to this capstone experience where they demonstrated the aggregation of their knowledge and skills. With the objective of supporting future students and increasing the quality of student work, EDL faculty ensured the incorporation of NELP standards in all classes. Faculty analyzed the current rubric used in this course to ensure that it reflects the NELP standards, as well.

These changes had a direct impact on the student's ability to 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

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Decision, action, or recommendation. In 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In 2020-2021, faculty will create and facilitate collaboration sessions regarding this assessment to identify, describe, and analyze content-specific student performance strengths and weaknesses for improvement. The goal of this analysis will be to specifically identify knowledge, skills, and dispositions that are strengths, weaknesses, and areas for program improvement both at the topic and subtopics levels to better articulate expectations and focus instructional design. Based on this analysis, faculty will incorporate teaching and learning strategies that will improve graduate student performance in content-specific areas. Specifically, in 2020-2021 faculty will implement changes accompanying the transition from the ISLLC to the NELP standards and introduce the standards associated with the dispositional evaluation to students taking the early course, EDL 5400, and the capstone course, EDL 6200.

These changes will improve the student's ability to 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, thereby continuing to push the cycle of improvement forward.

SLO 4

Course Map:

EDCI 5030 Instructional Improvement and Assessment

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline	Students complete a study of best teaching practices in a selected core area of practice.

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. This action-based research project is conducted in the students' schools/districts in which they are employed. 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

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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. For 2018-2019, it was decided that this action-based research project would be evaluated using a rubric collaboratively developed by EDL faculty and based on academic standards indicative of graduate level work. The benchmark performance is that at least 90% of students will meet or exceed standards with their project.

Finding. Target was met.

Analysis. In AC 2018-2019, the target was met. In 2018-2019, the target of 90% was met as 100% of students met or exceeded standards with their project according to rubric standards determined by EDL faculty, and demonstrated their ability to complete a study of best teaching practices in a selected core area of practice. The analysis of the 100% student achievement for this SLO confirmed that candidates successfully exhibited creative thinking that yielded engaging ideas, processes, materials, and experiences appropriate for the discipline.

Based on analysis of the 2018-2019 results, faculty made the following changes in 2019-2020 to drive the cycle of improvement. With the objective of supporting future students and increasing the quality of student work, EDL faculty ensured the incorporation of NELP standards in all classes. Faculty evaluated this action-based research project using a rubric collaboratively developed by EDL faculty and based on academic standards indicative of graduate level work. Faculty examined the NELP standards and ensured alignment with course content and the evaluation rubric.

As a result of these changes, in AC 2019-2020 the target was met.

In 2019-2020, the target of 90% was met and exceeded as 100% of students met or exceeded standards with their project according to rubric standards determined by EDL faculty and demonstrated the ability to complete a study of best teaching practices in a selected core area of practice. The analysis of the 100% student achievement for this SLO confirmed that candidates were successful exhibiting creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline.

These changes had a direct impact on the student's ability to complete a study of best teaching practices in a selected core area of practice.

Decision, action, or recommendation. In 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In 2020-2021, faculty will create and facilitate collaboration sessions regarding this assessment to identify, describe, and analyze content-specific student performance strengths and weaknesses for improvement. The goal of this analysis will be to specifically identify knowledge, skills, and dispositions that are strengths, weaknesses,

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and areas for program improvement both at the topic and subtopics levels to better articulate expectations and focus instructional design. Based on this analysis, faculty will incorporate teaching and learning strategies that will improve graduate student performance in content-specific areas. Specifically, in 2020-2021, EDL faculty will ensure the alignment of the observation instrument used in the study of best teaching practices in a selected core area of education with NELP standards and adjust the instrument as appropriate, ensuring candidates plan for and explain elements of lessons on which in-service teacher evaluations were based.

These changes will improve the student's ability to complete a study of best teaching practices in a selected core area of practice, thereby continuing to push the cycle of improvement forward.

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.

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. For 2018-2019, it was decided that this action-based research project would be evaluated using a rubric collaboratively developed by EDL faculty and based on

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academic standards indicative of graduate level work. The benchmark performance is that at least 90% of students will meet or exceed standards with their project.

Finding. Target was met.

Analysis. In AC 2018-2019, the target was met.

In 2018-2019, the target of 90% was met and exceeded as 100% of students were able to meet and exceed standards with their project according to rubric standards determined by EDL faculty, thus demonstrating their ability to complete a school-based intervention project in which they collect, analyze, and interpret data.

This assessment allowed candidates to demonstrate their abilities in collection, analysis, interpretation, and use of data. Data analysis indicated that candidates made responsible decisions and problem-solved, using data to inform actions when appropriate. The analysis of the 100% student achievement for this SLO confirmed that candidates were successful making responsible decisions and problem solving, using data to inform actions when appropriate. Based on analysis of the 2018-2019 results, faculty made the following changes in 2019-2020 to drive the cycle of improvement. With the objective of supporting future students and increasing the quality of student work, EDL faculty ensued the incorporation of NELP standards in all classes. Faculty also increased instructional focus on reflecting on and making instructional decisions based on the analysis of data.

As a result of these changes, in AC 2019-2020 the target was met.

In 2019-2020, the target of 90% was met as 100% of students were able to meet or exceed standards with their project according to rubric standards determined by EDL faculty, thus demonstrating their ability to complete a school-based intervention project in which they collect, analyze, and interpret data. The analysis of the 100% student achievement for this SLO confirmed that candidates successfully made responsible decisions and problem solved, using data to inform actions when appropriate. With the objective of supporting future students and increasing the quality of student work, EDL faculty ensured incorporation of NELP standards in all classes and increased instructional focus on reflecting on and making instructional decisions based on the analysis of data.

These changes had a direct impact on the student's ability to complete a school-based intervention project in which they collect, analyze, and interpret data.

Decision, action, or recommendation. In 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In 2020-2021, faculty will create and facilitate collaboration sessions regarding this assessment to identify, describe, and analyze content-specific student performance strengths and weaknesses for improvement. The goal of this analysis will be to

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specifically identify knowledge, skills, and dispositions that are strengths, weaknesses, and areas for program improvement both at the topic and subtopics levels to better articulate expectations and focus instructional design. Based on this analysis, faculty will incorporate teaching and learning strategies that will improve graduate student performance in content-specific areas.

These changes will improve the student's ability to complete a school-based intervention project in which they collect, analyze, and interpret data, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results.

- SLO 1 – Faculty focused on the NELP standards and utilized constructed response items in courses in the EDL program.
- SLO 2 – Faculty provided extensive advising and quality feedback to students during the process of completing their research project.
- SLO 3 – Faculty provided extensive, quality feedback in the coursework and academic activities leading up to this capstone experience in which students demonstrated the aggregation of their knowledge and skills.
- SLO 4 – Faculty analyzed the curriculum and evaluation rubric to adjust for alignment with the NELP standards.
- SLO 5 – Faculty analyzed the curriculum and evaluation rubric to adjust for alignment with the NELP standards.
- During AC 2019-2020, EDL faculty increased collaboration planning and implementation sessions, which increased opportunities for the successful implementation of this plan of action. EDL faculty redesigned the program, focusing on ensuring that the NELP standards were incorporated into all classes.

Plan of Action Moving Forward.

- SLO 1 – Based on the analysis of the data, faculty will build upon the students' learning experience in 2020-2021 by examining and adjusting course assignments and materials to ensure they reflect learning associated with the NELP standards. Course work will be examined and modified to reflect the new standards. Topics/content that lend themselves to being taught and learned by utilizing constructed response formative and summative assessment items will also be identified. 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 in 2020-2021 by providing students more current exemplars (strong and weaker) of research projects completed at NSU and at other

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universities. This will be used to establish, among faculty and students, criteria that serve to ensure an even higher quality finished product. Additionally, during the advising process, faculty will guide students to explore meaningful and relevant research topics from the perspective of a school leader that are focused on leadership behaviors.

- SLO 3 – Based on the analysis of the data, faculty will build upon the students' experience in 2020-2021 by implementing changes accompanying the transition from the ISLLC to the NELP standards, along with introducing the standards associated with the dispositional evaluation to students taking the early course, EDL 5400, and the capstone course, EDL 6200. This will be in addition to incorporating those standards into all EDL courses.
- SLO 4 – Faculty will ensure the alignment of the observation instrument used in the study of best teaching practices in a selected core area of education with NELP standards and adjust the instrument as appropriate, ensuring candidates plan for and explain elements of lessons on which in-service teacher evaluations were based.
- SLO 5 – Faculty will ensure the alignment of the student learning impact assessment used in the school-based intervention project with NELP standards and adjust the instrument as appropriate, ensuring candidates plan for, create, administer, and analyze student learning and reflect on and make instructional decisions based on their analyses.
- During the 2020-2021 assessment cycle, EDL faculty will increase collaboration planning and implementation sessions to specifically identify knowledge, skills, and dispositions that are strengths, weaknesses, and areas for program improvement. Faculty will improve upon and create more content and assessments based on NELP standards and based on continuous program evaluation.