**PROGRAM ASSESSMENT REPORTS**

**SCHOOL OF EDUCATION**

**GRADUATE PROGRAMS**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP**

**Goals and Objectives:**

The specific goals and objectives of the Educational Leadership programs are instilled through the following principles:

1. Effective leaders develop and articulate reasonable personal and school goals;
2. Effective leaders are instructional leaders and are knowledgeable about analyzing data, identifying, securing, and organizing appropriate resources for school reform (human, technological, etc.);
3. Effective leaders create nurturing and caring educational environments;
4. Effective leaders are knowledgeable about safe practices regarding ethical, legal, social, and political issues;
5. Effective leaders skillfully communicate with internal and external publics;
6. Effective leaders emphasize the importance of literacy, and
7. Effective leaders skillfully practice leadership theories in real world settings.

**Ed.S. Instructional Leadership**

**Mission: The Specialist in Instructional Leadership will prepare instructional leaders to navigate the complex issues of an educational environment. The program will equip candidates with the knowledge to positively impact K-12 students’ lives socially, emotionally, physically, and academically. This program is designed for successful advanced graduate educators with strong positive experience in educational settings (Elementary, Secondary, Media, Special Education, Technology, and School Counseling).**

**1) Within the institution’s mission to provide academic programs to promote student learning (WCU 1) and to provide an environment that supports student learning (WCU 2), the Ed.S. Instructional Leadership has six singular, specific, and measureable SLOs.**

1. **Scholarly Research PowerPoint** – students will demonstrate their abilities to produce scholarly writing when organizing research analysis for presentation to other professionals. The students will earn an overall mean of 3.00 on each of four indicators.
	* 1. Detailed coverage of content and vocabulary;
		2. Plan to display concepts;
		3. Organization of concepts and research topics;
		4. Argument presented logically and with foundational research.

Table 1. Scholarly Research PowerPoint

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Content and vocabulary | 3.90 | 3.94 | 3.96 |
| Conceptualization | 3.90 | 3.94 | 3.32 |
| Organization | 3.81 | 3.84 | 3.56 |
| Argument | 3.85 | 3.91 | 3.96 |
| N= | 72 | 51 | 25 |

1. **Professional Development Diversity Plan** – Students will demonstrate planning skills in developing professional development diversity plan based on mission, learning goals, objectives, content, organization/consistency, and assessment within a five week period. The students will earn an overall mean of 3.00 on each of eight indicators.
	* 1. Preplanning activities to prepare students for the unit;
		2. Project mission clearly defined;
		3. Agenda and outline shows strong organization and completeness;
		4. Learning goals clearly defined and aligned;
		5. Content clearly described;
		6. Evidence of organization and consistency across the plan;
		7. Evidence of informal and formal assessment;
		8. Demonstration of strong professional writing quality.

Table 2. Professional Development Diversity Plan

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Preplanning | 3.60 | 3.70 | 3.86 |
| Mission | 3.90 | 3.90 | 3.05 |
| Agenda and Outline | 3.90 | 3.50 | 3.85 |
| Learning Goals  | 3.20 | 3.10 | 4.00 |
| Content | 3.70 | 3.70 | 3.71 |
| Organization/Consistency | 3.90 | 3.60 | 3.86 |
| Assessment | 3.50 | 3.70 | 2.38 |
| Writing Quality | 3.80 | 4.00 | 3.24 |
| N= | 54 | 30 | 21 |

1. **Action Research Project** – Students will plan and conduct a full action research project culminating in a journal quality article. There are seven indicators in the Action Research Project with an SLO of 3.00 or higher on a four point Likert Scale.
	* 1. Introduction to the research plan;
		2. Limited literature review (3 sources);
		3. Description of the population;
		4. Detailed procedures;
		5. Analysis of results with charts and tables;
		6. Conclusion and recommendations
		7. Reference page.

Table 3. Action Research Project

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Introduction | 3.30 | 3.33 | 3.45 |
| Literature Review | 3.51 | 3.45 | 3.48 |
| Population | 3.64 | 3.52 | 3.75 |
| Procedures | 3.64 | 3.56 | 3.65 |
| Analysis of Data | 3.50 | 3.43 | 3.45 |
| Conclusion | 3.68 | 3.55 | 3.65 |
| References | 3.41 | 3.60 | 4.00 |
| N= | 117 | 278 | 205 |

1. **Technology Plan**– Students will design a Technology Plan to demonstrate skills in school reform in terms of the most effective and appropriate technologies to support teaching and learning. The students overall mean will be 3.00 in a four point Likert Scale for each of seven indicators.
	* 1. Create and implement plan;
		2. Use most effective and appropriate technologies;
		3. Assess and analyze emerging trends;
		4. Initiate and manage school and system wide change;
		5. Collect and use data to identify goals and promote organization learning;
		6. Insure instruction that is authentic and relevant;
		7. Partner construct mutually beneficial P-12 school and community arrangements on technology based information.

Table 4. EDL 732 Technology Plan

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Create Plan | 4.00 | 4.00 | 4.00 |
| Effective Technologies | 4.00 | 4.00 | 4.00 |
| Assess and Analyze | 4.00 | 4.00 | 4.00 |
| Initiate and Manage | 4.00 | 4.00 | 4.00 |
| Collect and Use Data | 3.90 | 4.00 | 4.00 |
| Insure Instruction | 3.80 | 4.00 | 4.00 |
| Partner with Community | 3.90 | 4.00 | 4.00 |
| N= | 81 | 82 | 23 |

1. **Data-Based Decision Making Plan**– Students are instructional leaders who are knowledgeable about analyzing data, identifying, securing, and organizing appropriate resources for school reform. The students’ overall mean will be 3.00 in a four point Likert Scale for each of six indicators.
	* 1. Examine student learning;
		2. Interpreting data to develop data-based decisions;
		3. Action Plan;
		4. Research to support data-based decisions in the action plan;
		5. Bibliography;
		6. Spelling, grammar, mechanics

Table 5. Technology Plan

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Examine Learning | 3.90 | 3.97 | 4.00 |
| Interpreting Data | 3.90 | 3.93 | 4.00 |
| Action Plan | 3.90 | 3.86 | 3.97 |
| Research Foundation | 3.90 | 3.95 | 3.90 |
| Bibliography | 3.40 | 3.69 | 3.50 |
| Spelling, Grammar | 3.90 | 3.86 | 3.97 |
| N= | 120 | 88 | 30 |

**2) What students learned as documented by learning measurements.**

The Educational Specialist in Instructional Leadership program is a leadership program designed to advance the instructional best practices of P-12 teacher leaders and administrators. As demonstrated by the SLOs, educators learn to construct a school mission and vision, engage in cultural awareness skills, design a professional development plan, design a school technology plan, conduct an action research project, use data analysis, and engage in curriculum and assessment development.

**3) Documented evidence of what students learned and did not learn based on SLOs.**

**What students learned?**

Ed. S. Instructional Leadership student results reported high scores when analyzing program components, especially in developing a technology plan (overall mean=4), and using data to make decisions (overall mean=3.87).

**What students did not learn based on SLOs?**

Based on data analysis, the SLOs that students score the lowest on was conducting an action research project in his or her schools in order to solve site-based problems and conflicts using the research process (overall mean=3.49).

**4) Evidence of continuing appropriate programmatic SLOs.**

Based on all measures of central tendency, none of the seven SLOs have been revised according to student growth analysis in the courses.

**5) Evidence of programmatic revision or improvement for weak results on SLOs.**

Based on evidence of programmatic evaluation, revisions and improvements have been made in the following areas:

* In the Fall 2016 trimester, faculty members began incorporating the new PSEL standards to student SLOs, assignments, and assessments.
* Faculty members provided videos and voice-over slideshows in order to strengthen online instruction.
* Faculty members added rubrics when developing assignments for objective consistency on performance-based assessments.
* Assignments for online projects have been divided into step-by-step sections in order to provide appropriate formative assessments so the students can revise throughout the process.
* Discussion boards and interactive assignments have been added to enhance collaboration between students and faculty.