

## Program-Level Assessment: Annual Report

Program Name (no acronyms): **MA EDUCATION LEADERSHIP** Department: Educational Leadership

Degree or Certificate Level: Masters College/School: School of Education

Date (Month/Year): August 2022 Assessment Contact: Sally Beth Lyon

In what year was the data upon which this report is based collected? 2021-2022

In what year was the program's assessment plan most recently reviewed/updated? 2022

Is this program accredited by an external program/disciplinary/specialized accrediting organization? Yes - DESE

### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

SLO 4: Graduates will evidence educational leadership practices demonstrating professional ethics 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 describe the artifacts in detail and identify the course(s) in which they 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 artifact used to evaluate student achievement of SLO 4 was the Leadership Stance paper completed in EDL 5100 Foundations of Educational Leadership. This course was conducted in Fall 2021. The course is offered as a hybrid design, with some in person meetings and the balance of learning conducted asynchronously on the Canvas system.

### 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 document** (please do not just refer to the assessment plan).

The course instructor developed a rubric, aligned to the MA program SLOs. The rubric is included with this report. The course instructor evaluated the stance paper assignment using the rubric.

### 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)?

Raw scores out of 40 points (36.5, 38.5, 40, 39, 38, 36, 36) Mean 37.7, Mode 36, Median 38.5 (n=7 students)

The findings and interpretations below are derived from EDL SLO 2.1 on the rubric:

***Graduates will apply evidence-based practices in educational administration, aspects of running a school system, and educational theories and foundations to analyze issues related to executive level administration.***

**6 students scored Exemplar**

Writing represents the author's accurate, appropriate, and relevant application of the literature and evidence-based practices content from at least two sources for each of the following: leadership theories, sociological foundations, historical foundations, and ethical foundations.

**1 student scored Adequate ( having some indicator of exemplar performance)**

Writing represents the author's accurate, appropriate, and relevant application of the literature and evidence-based practices content from one source for each of the following: leadership theories, sociological foundations, historical foundations, and ethical foundations OR Writing represents accurate but superficial application of the literature from at least two sources.

**0 students scored Inadequate**

Writing does not represent the author's accurate, appropriate, and relevant application of the literature and evidence-based practices content from sources for each of the following: leadership theories, sociological foundations, historical foundations, and ethical foundations.

**5. Findings: Interpretations & Conclusions**

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

**Strengths**

Students showed real strength in assessing literature and applying it to educational practice throughout their stance assignments. In almost all cases, they were able to pull from at least two references and key concepts of each foundation of education administration including the ethical foundation.

**Areas of Growth Needed**

The paper could have been enhanced by including additional sources for the ethical and sociological foundations. It is important to be able to connect the literature, as well as evidence-based practice to the ethical foundation.

**Recommendations for Improvement**

Review readings and assignments associated with the foundations, especially the ethical foundations. Engage students in hands-on activity and readings that demonstrate evidence based practice of administrators in the ethical foundation session.

**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?

Results of this cycle of assessment were shared at the August 2022 educational leadership faculty meeting.

- 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.

During the 2022-2023 school year, the faculty will continue curriculum improvement work:

September, October, November 2022

Faculty meetings to collaborate around content of coursework, update syllabi:

·MA Curriculum Scope and Sequence collaboration: Hall, Jahnke, Vogelaar, Welborn, September through December 2022: Considering the following courses: EDL 5100 Foundations, EDL 5630 Principalship I, EDL 5660 Principalship II, EDL 5450 Curriculum, EDL 5730 Building Level Professional Development and Teacher Evaluation.

Outcomes:

- September: share Syllabi, update course outcomes and materials
- October: evaluate course content for equity
- November: share and update assessments and rubrics

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?

During the 2020-2021 Assessment cycle, SLO 2 was evaluated using rubric scored course artifacts from EDL 5450 Curriculum EDL 5730 Professional Development/Teacher Evaluation, and EDL 5630 the Principalship. Updates to the syllabus and course materials in all three courses were implemented. For instance, the assigned text in EDL 5630 was changed from Kohm and Nance's Principals who Learn (2007) to Shane Safir's The Listening Leader (2017)

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

Student performance on the School Improvement Plan (SIP) assignment was compared from prior years to evaluate SLO 2.

C. What were the findings of the assessment?

Student artifacts (SIP Rubric) in EDL 5630 reflected continued student achievement of SLO 2.

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

Curriculum work will continue in 2022-2023 as outlined above.

**IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.**

EDL 5100 Foundations of Education Administration  
 Rubric Aligned to SLU Graduate SLOS (Fall 2021)

Leadership Stance Paper

Student:

Total Score:

CATEGORY: Content (20 points)	Exemplary	Adequate	Inadequate	Feedback
<p><b>Problem/theoretical challenge, judgment, and implications for practice defined</b>            (Includes a clear description of your position on topic; an alignment within your position among ideas; identification of your judgments about the issues you address; and implications for practice)</p> <p><i>SLU Outcome Alignment: 3.1 Graduates will apply evidence-based knowledge of educational leadership to address problems in broader contexts.</i></p>	<p>Writing provides an <u>adequate</u> analysis of the problem, issue, or challenge, <u>identifying more than one appropriate</u> judgment about the theoretical issues or foundational problem of practice in educational administration.</p>	<p>Writing provides a <u>plausible</u> analysis of <u>some obvious</u> problems, issues, or challenges, <u>identifying one appropriate</u> judgment about the theoretical issue or foundational problem of practice in educational administration.</p>	<p>Writing <u>does not</u> represent an analysis of the problem or judgements about the theoretical issues or foundational problems of practice in educational administration.</p>	
<p><i>EDL Outcomes Alignment: 4.1 Graduates will articulate arguments or explanations about leadership, communication, legal,</i></p>	<p>Writing has an <u>adequate</u> application of knowledge of educational leadership theory and foundations.</p>	<p>Writing demonstrates a <u>surface level</u> application of knowledge of educational leadership theory and foundations.</p>	<p>Writing <u>does not demonstrate</u> an understanding of the knowledge of educational leadership theory and foundations.</p>	

EDL 5100 Foundations of Education Administration  
 Rubric Aligned to SLU Graduate SLOS (Fall 2021)

<p><i>financial, curriculum/instruction/assessment, and management in educational administration.</i></p>	<p>The answer <u>synthesizes</u> theories from more than one source in supporting the problem analysis.</p>	<p>The answer provides theoretical support <u>from only one source.</u></p>		
<p><b>CATEGORY: Content (14 points)</b></p>	<p><b>Exemplary</b></p>	<p><b>Adequate</b></p>	<p><b>Inadequate</b></p>	<p><b>Feedback</b></p>
<p><b>Course content/evidence based practices</b>        (Supported by the literature, includes an introduction, description of approach, leadership theories, sociological foundations, ethical foundations, historical foundations, implications for school change or leadership practice, and conclusion)</p> <p><i>EDL Outcomes Alignment: 1.1 Graduates will assess discipline-based literature to analyze educational administration practices.</i></p> <p><i>EDL Outcomes Alignment: 2.1 Graduates will apply evidence-based</i></p>	<p>Writing represents the author's <u>accurate, appropriate, and relevant</u> application of the literature and evidence-based practices content from <u>at least two sources</u> for each of the following: leadership theories, sociological foundations, historical foundations, and ethical foundations.</p>	<p>Writing represents the author's accurate, appropriate, and relevant application of the literature and evidence-based practices content <u>from one source</u> for each of the following: leadership theories, sociological foundations, historical foundations, and ethical foundations        OR        Writing represents accurate but <u>superficial</u> application of the literature from at least two sources.</p>	<p>Writing <u>does not</u> represent the author's accurate, appropriate, and relevant application of the literature and evidence-based practices content from sources for each of the following: leadership theories, sociological foundations, historical foundations, and ethical foundations.</p>	

EDL 5100 Foundations of Education Administration  
 Rubric Aligned to SLU Graduate SLOS (Fall 2021)

<p><i>practices in educational administration, aspects of running a school system, and educational theories and foundations to analyze issues related to executive level administration.</i></p>				
<p><b>CATEGORY:        Organization, Style,        and Mechanics        (6 points)</b></p>	<p><b>Adequate</b></p>	<p><b>Inadequate</b></p>	<p><b>Feedback</b></p>	
<p><b>Organization and Clear Writing Style</b>        1. <i>Introduction</i> to prepare your reader        2. A description of your overall <i>Approach</i> to the paper        3. Sections organized in some logical order (i.e.)            a. <i>Leadership Theories</i>            b. <i>Sociological Foundations</i>            c. <i>Ethical Foundations</i>            d. <i>Historical Foundations</i></p>	<p>Descriptions and supporting details are provided in a logical order that make it easy to follow the author's train of thought.</p>	<p>Writing is confusing or vague. Many of the supporting section, details, or descriptions are not clear; and distracting to the reader.</p>		

EDL 5100 Foundations of Education Administration  
 Rubric Aligned to SLU Graduate SLOS (Fall 2021)

<p>4. <i>Implications for School Change and Practice</i>          5. <i>Conclusion</i>          6. <i>References</i>          7. <i>Attachments</i> (if appropriate)</p>			
<p><b>APA References/ Citations</b></p>	<p>All sources, quoted or not, were appropriately cited in-text and on Reference page per APA guidelines.</p>	<p>Source were not appropriately cited in-text and on Reference page per APA guidelines.</p>	
<p><b>Grammar &amp; Spelling</b></p>	<p>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.</p>	<p>There were numerous errors in grammar, spelling, and/or punctuation. Sentence structure was not varied. There were errors in sentence tense and syntax.</p>	