



UNIVERSITY *of* ALASKA ANCHORAGE

**Master of Education in Educational Leadership,  
Graduate Certificate-Principal  
Educational Leadership (EDL) Program**

**Academic Assessment Plan**

**Adopted by**

**The Educational Leadership faculty: 11/23/2020**

**Submitted to the Academic Assessment Committee via:**

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## **MISSION STATEMENT**

The Educational Leadership Program prepares current experienced educational professionals to assume educational leadership roles in all K-12 school settings. We do this through enacting the School of Education Graduate Studies Department mission to prepare scholarly practitioners grounded in purpose and research to address complex problems of practice in the context of Alaska's Indigenous and culturally and linguistically diverse settings. Graduates of the EDL program demonstrate a commitment to inclusiveness and effective leadership as they provide leadership to all school communities; demonstrate and encourage collaborative leadership in their daily interactions with learners and their families, communities, and colleagues; and model intellectual vitality in the workplace.

## **PROGRAM INTRODUCTION**

The Educational Leadership program in the School of Education Graduate Studies Department, College of Arts and Sciences, comprises three tracks to degree completion. The Master of Education, Educational Leadership (M.Ed.) requires successful completion of 35 credits (which incorporates the 26 credits of required courses for a Type B Administrator Certification); a Graduate Certificate: Principal of 26 credits; and an additional Master of Education, Educational Leadership track for students who have a Master of Education degree in another education program. The latter requires the same 35 credits of the M.Ed. with transfer credits verified before acceptance. These tracks prepare graduates to assume school leadership roles as certificated professionals with an explicit charge to improve achievement for every learner in their educational communities after accepting the leadership role.

The Master of Education, Educational Leadership and the Graduate Certificate: Principal base their program student learning outcomes on the National Educational Leadership Preparation (NELP) standards. The NELP building-level standards are sponsored by the National Policy Board for Educational Administration (NPBEA) and approved by the Council for Accreditation of Educator Preparation (CAEP). The NELP standards serve as the framework for the EDL programs and provide guidelines for the preparation of educational leaders, including expectations for program evaluation. While the NELPs serve as the framework for the program, faculty also review the Alaska Cultural Standards for Educators (ACSE); Alaska Educator Content and Performance Standards – Education Leaders (AECPS-EL), Council for Accreditation of Educator Preparation (CAEP); Graduate Studies in Education and Leadership Department (GSEL); and the International Society for Technology Educators-Education Leaders Standards (ISTE-EL) to ensure a relevant and effective preparation program for candidates.

The Educational Leadership programs are Nationally Recognized by the National Policy Board for Educational Administration through the CAEP Specialty Program Association Accreditation Review. Faculty attribute this recognition to their commitment to a cyclical process of program evaluation, goal setting and aligned action planning. Faculty implement strategies designed to meet the program goals, collect student performance data from ongoing assessment, and make programmatic adjustments as called for by assessment findings and stakeholder feedback. EDL faculty are fully committed to continuous improvement as both a model of action research for our scholarly practitioners, and as an effective change process for transforming school organizations.

## PROGRAM STUDENT LEARNING OUTCOMES

Student learning outcomes for the Master of Education, Educational Leadership and Graduate Certificate: Principal are based on the National Educational Leadership Preparation (NELP) standards

At the completion of this program students will understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult in their school community by applying the knowledge, skills, and commitments necessary to:

**Outcome 1:** Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

**Outcome 2:** Understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

**Outcome 3:** Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

**Outcome 4:** Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

**Outcome 5:** Engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

**Outcome 6:** Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

**Outcome 7:** Build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

These outcomes result in the following Program Student Learning Outcome.

Upon completion of their EDL program, graduates will be able to:

- Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- Understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
- Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.
- Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.
- Engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

- Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.
- Build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

## MEASURES

A description of the assessments used to measure the program outcomes and their administration are summarized in Table 1. Table 2 summarizes how the assessment measures align to the Program Student Learning Outcomes.

### The program will demonstrate its success in three ways:

- 1) !Through identified assessments contained in each core course CCG;
- 2) !Intern proficiency as measured by the Program-level Key Assessment administered during the internships together with self-assessments of personal and professional growth that are a part of the seminar associated with the internship;
- 3) !Indicators of satisfaction from various stakeholders, e.g., graduating students, employing superintendents, alumni.

**Table 1: Assessment Measures Description and Administration**

Assessment Measure	Description	Frequency/ Start Date	Collection Method	Administered by
<b>Assessment #1: Licensure Assessment, or Content-based Exam</b>	Responses to three case studies: <ol style="list-style-type: none"> <li>1. Organizational Culture</li> <li>2. Instructional Leadership</li> <li>3. Resources Allocation and Management</li> </ol>	Administered every spring. Required before internship.	VIA Assessment Management System	Program Faculty
<b>Assessment #2: Assessment of Content Knowledge</b>	Candidates are assessed on their content knowledge through APA formatted papers that address the NELP aligned Student Learning Outcomes for each course	Grades are submitted at the end of each academic term. Assignments are included in the following courses: <ul style="list-style-type: none"> <li>• EDL A637 – Organizational Theory and Change,</li> <li>• EDL A638 – Instructional Leadership and Student Success,</li> <li>• EDL A639 – Politics Law and Ethics, and</li> </ul>	VIA Assessment Management System.  Course assignment and final grades are posted under a tab in the course Bb	Program Faculty

Assessment Measure	Description	Frequency/ Start Date	Collection Method	Administered by
		<ul style="list-style-type: none"> <li>EDL A644 – School Resource Allocation and Management</li> </ul>	shell side-ar.	
<b>Assessment #3: Instructional Leadership Skills</b> (School Improvement/Capstone Project)	The School Improvement/Capstone Project demonstrates through the development, implementation and evaluation of action research the intern’s ability to increase student learning and/or improve the learning environment.	The project is developed, implemented and evaluated during the internship. Final research paper is submitted in the spring of the intern year. It is one component of a comprehensive portfolio that is completed and assessed in the spring of the intern year.	VIA Assessment Management System	Program Faculty (Clinical)
<b>Assessment #4: Leadership and Management. within a Field- based Setting</b> (Internship Activities)	The Internship Activities in leadership and management skills demonstrate the intern’s ability to support student learning and promote the school’s mission and vision through the evaluation, development, and implementation of management, communication, technology, school-level governance and operation systems.	The leadership and management activities represent experiences from the internship. It is one component of a comprehensive portfolio that is assessed in the spring of the intern year.	VIA Assessment Management System	Program Faculty (Clinical)
<b>Assessment #5: Supporting an Effective P-12 Student Learning Environment</b> (Equity Audit)	<p>The Equity Audit and Equity Plan demonstrates the intern’s ability to assess, develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture and learning environment that promotes the success and well- being of each student, and adult.</p> <p>This includes the capacity to evaluate, cultivate, and advocate for a supportive and inclusive school culture; equitable access to educational resources, procedures, and opportunities; and equitable instructional and behavior support practices among teachers and staff.</p>	The Equity Audit performed during the intern year and is one component of a comprehensive portfolio that is assessed in the spring of the intern year.	VIA Assessment Management System	Program Faculty (Clinical)

Assessment Measure	Description	Frequency/ Start Date	Collection Method	Administered by
<b>Assessment #6: Family and Community Relations</b> (The Sparrow Middle School Case Study)	The intern's write up on the <i>Sparrow Middle School Case Study</i> demonstrates the intern's ability to diagnose issues of concern at a struggling school and prescribe several strategies for improvement.  Candidates review and analyze the <i>Sparrow Case Study</i> using effective organizational development strategies focused on Family and Community Relations through effective decision-making, communication, collaboration, and equitable management of school resources.	The <i>Sparrow Middle School Case Study</i> is a pre- and post-assessment that is first administered during the orientation course in the summer semester at the beginning of the candidate's program. It is then administered in the final month of the intern year as one component of a comprehensive portfolio that is assessed in the spring of the intern year.	VIA Assessment Management System	Program Faculty (Clinical)
<b>Assessment #7: Educational Leadership Disposition Assessment [EDLDA]</b> (optional program assessment)	The EDLDA is a measure of a candidate's leadership dispositions. It is used to track and monitor candidate dispositional behaviors as the candidates progress through their program.	The EDLDA is completed three times during the program: <ul style="list-style-type: none"> <li>• Admission to the program</li> <li>• Admission to internship</li> <li>• End of internship</li> </ul>	VIA Assessment Management System	EDL Program Lead, Program Faculty (Clinical)

**Table 2: Alignment of Program Student Learning Outcomes and Assessment Measures )**

Program Student Learning Outcomes	Assessment Measures
1. Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	Assessment: #1: Licensure assessment, or other content-based assessment #2: Content Knowledge #3: Instructional Leadership #6: Family and Community Relations #7: Dispositions
2. Understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.	Assessment: #1: Licensure assessment, or other content-based assessment #2: Content Knowledge #7: Dispositions
3. Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.	Assessment: #1: Licensure assessment, or other content-based assessment #2: Content Knowledge #3: Instructional Leadership #5: Supporting an Effective P-12 Student Learning Environment #7: Dispositions
4. Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.	Assessment: #1: Licensure assessment, or other content-based assessment #2: Content Knowledge #3: Instructional Leadership

	#7: Dispositions
5. Engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.	Assessment: #1: Licensure assessment, or other content-based assessment #2: Content Knowledge #3: Instructional Leadership #4: Leadership and Management withing a Field-based Setting #5: Supporting an Effective P-12 Student Learning Environment #6: Family and Community Relations #7: Dispositions
6. Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.	Assessment: #2: Content Knowledge #3: Instructional Leadership #4: Leadership and Management withing a Field-based Setting #5: Supporting an Effective P-12 Student Learning Environment #6: Family and Community Relations
7. Build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.	Assessment: #2: Content Knowledge #3: Instructional Leadership #4: Leadership and Management withing a Field-based Setting #5: Supporting an Effective P-12 Student Learning Environment #7: Dispositions

## PROCESS

The EDL program process entails triangulation of data, including considerations of the data characteristics; a method of data analysis that includes formative and summative timelines; and formulation of recommended program revisions and changes.

### Triangulation of Data

One of the major design principles in assessment is triangulation of types and sources of data. Table 3 lists the data sources and types currently in use and identifies the relative strengths of each approach.

**Table 3: Assessment Data Types and Characteristics**

Data Source	Data Type	Strength
Assessment #1: Content Knowledge	Student performance data (Scoring Rubric)	Rubric based; relatively objective; an assessment convention
Assessment #2: Content Knowledge	Student performance data (Scoring Rubric)	Rubric based; relatively objective; an assessment convention
Assessments #3-#6: Leadership Skills	Student performance data (Scoring Rubric)	Rubric based; relatively objective; an assessment convention
Assessment #7: Dispositions	Triangulated performance evaluation (Scoring Rubric)	Explicit criteria; 3 informants; based on a substantial experience apply knowledge and skills; uses self and other reports

We use this chart to ensure there is enough variation in data to provide a comprehensive portrait of our program to inform and guide actions for program revision. At this point, we recognize a need to investigate and implement a different data source and type for Assessment #1.

What is missing from this chart are candidate exit surveys and candidate job placement data, impacted by financial issues of the institution. The use of those data could inform the program of post-graduate success. To fill this gap, the program is instituting a program advisory committee composed of affected state and community members and program constituents that meets once a year to provide perceptual data about the program.

### **Method of Data Analysis**

As we are currently at the beginning of year two of implementing the NELP standards, we do see improvement in our collection, analysis, and use of data to assess program improvements. We currently have developed five of the seven assessments we use through a systemic process of validation, reliability, and fairness checking that involves our various program stakeholders. Revising the final two Program-level Key Assessments is within our work plan for AY20/21 and AY21/22. The intent of the work on these assessments is to ensure that we have valid and useful data for program improvement.

The program faculty will meet at least once a year to review the collected data and engage in analysis. This meeting should result in recommendations for program changes designed to enhance performance related to the program's outcomes. The results of the data collection and analysis, including a discussion of the results, and a listing of the recommended program changes will be forwarded to the Office of Academic Affairs by September 15<sup>th</sup> each year. A plan for implementing the recommended changes, including advertising the changes to all the program's stakeholders, will also be completed at this meeting.

### **Formulation of Recommendations for Program Improvement**

The proposed program changes may be any action or change in policy that the faculty deems necessary to improve performance relative to program outcomes. Recommended changes should consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- Changes in course content, scheduling, sequencing, prerequisites, delivery methods,
- Changes in faculty/staff allocations and assignments,
- Changes in advising methods and requirements
- Additions and/or replacements of equipment
- Changes to facilities