



Program-Level Assessment: Annual Report

Program: **MA EDUCATION LEADERSHIP**

Department: **EDUCATION LEADERSHIP**

Degree or Certificate Level: **MASTERS**

College/School: **SCHOOL OF EDUCATION**

Date (Month/Year): **SEPTEMBER 2021**

Primary Assessment Contact: **SALLY BETH LYON;**

In what year was the data upon which this report is based collected? **2020 - 2021**

In what year was the program's assessment plan most recently reviewed/updated? **2020**

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

SLU Outcome:

Apply the major practices, theories, or research methodologies in the field(s) of study.

MA Student Learning Outcome #2:

Graduates will apply knowledge about evidence based leadership, communication, financial, legal, curriculum/instruction/assessment, and management practices to work 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 identify the course(s) in which these artifacts 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 artifacts directly measuring student learning of *applying knowledge about evidence based leadership, communication, financial, legal, curriculum/instruction/assessment, and management practices to work in building level educational administration areas* are:

1. Final Exams - Papers (Public and Catholic Cohorts)

- a. Collected in EDL 5450 - Fall 2020
 - i. Assessed by instructor of record using rubric (see attached in folder)
 - ii. n = 10
- b. Collected in EDL 5730 - Fall 2020
 - i. Assessed by instructor of record using rubric
 - ii. n = 44

2. School Improvement Plan

- a. Collected in EDL 5630 - Spring 2021
 - i. Assessed by instructor (Lyon) of record using rubric (see attached in folder)
 - ii. n = 11

All courses are taught in-person on Frost Campus. Highlighted courses are hybrid or fully online due to COVID-19 global pandemic.

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.

The M.A. Faculty, specifically the instructors of record for the courses identified above in question 2, scored the artifacts collected during the respective semesters during the 2020-2021 assessment cycle. For each course, the

Experience paper preparing (Foundations Class) - Talk to Superintendent standards and MA standards (self-assessment for the whole program) In charge of your own learning - Self-assessment for whole program) Ask Sally Beth for this!!!!

Make recommended changes to requirements for students during first semester in the program: In addition to course assignments add Stage 1, semester 1 of your program (get on a building level committee, go interview an elementary and secondary principal and ask them these questions - 10 hours each; reflection on their practice or another classroom teacher)

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?

Final Examination Managing the Building Curriculum EDL 5450: 20 Points

Objective/Criteria	Developing (Grade of C)	Satisfactory (Grade of B)	Excellent (Grade of A)
Part I: Relevant theory, principles of practice	The answer represents a <u>superficial or vague</u> analysis of the relevant theoretical issues or foundational problems of practice.	The answer provides a <u>plausible</u> analysis of <u>some obvious</u> theoretical issues or foundational problems of practice. The answer lists one relevant theory or big idea for each guiding question. The essay adequately explains one relevant theory.	The answer provides a <u>thorough</u> analysis of the problems, issues, or challenges. The answer lists <u>several relevant theories</u> or big ideas for each guiding question. The essay fully explains one <u>appropriate</u> theoretical issue or foundational problem of practice for each guiding question.
Part II: Plan <ul style="list-style-type: none"> · Action Steps · Who Involved · Timeline · Monitoring Plan 	The answer provides a <u>superficial</u> plan of action that is not clearly based on evidence-based best practices.	The answer provides a plausible plan with some relevance to evidence-based best practices.	The answer provides an <u>adequate and workable</u>

Graduate Level Writing: APA	There were numerous	Writing represents accurate but <u>superficial</u> application of the literature.	Writing represents the author's <u>accurate, appropriate and relevant</u> application of the literature and evidence-based practices content.
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Lyon Principals Leadership Self Assessment

Name _____ Date Submitted _____

Missouri Leader Development System Standards- The Aspiring Principal (As of April 2018)	Strengths, Experiences to Date	Needed Experiences, Continuous Professional Growth Ideas
(I) Vision, Mission, and Goals Visionary Leadership		
1. Knows the importance of a vision and how it relates to the core values and culture of the school community		
2. Understands the importance of all stakeholders knowing the collective mission, vision and core values		
3. Understands how multiple sources of data are connected to a mission, vision and core values		
(II) Teaching and Learning Instructional Leadership		
4. Understands standards and how they apply to horizontal and vertical alignment of local curricula and content areas related to effective teacher practice		
7. Understands how to assess student learning using a variety of formal and informal assessments		
8. Knows, uses and understands multiple strategies for analyzing data to inform the instructional process		

Lyon Principalship Leadership Self Assessment

Name _____ Date Submitted _____

9. Understands the principles of adult learning and how these help develop teacher capacity		
(III) Management Skills Managerial Leadership		
10. Knows how a safe and functional school facility and grounds support student learning		
11. Understands how routines, procedures, schedules and technology support the school environment		
12. Understands tools used to determine key attributes of effective personnel		
13. Understands the necessity of establishing and communicating clear expectations, guidelines and procedures respecting the rights of all staff and students		
14. Understands the role of observation, feedback and intervention for improving or removing personnel and the legal and ethical decisions in creating an effective educator evaluation process		
15. Is knowledgeable of requirements regarding personnel records, laws and reports		
16. Understands the statutory requirements that affect how a school budget works and the major sources of revenue available to support school goals and priorities		
17. Understands how non-fiscal resources support school goals and priorities		
(IV) Collaboration with Families and Stakeholders—Relational Leadership		

Lyon Principals Leadership Self-Assessment

Name _____ Date Submitted _____

18. Knows how and why analysis of student demographics is used to determine the overall diversity of a school and its impact on the teaching and learning process		
19. Understands the legal implications of school and out-of-school str	1TJ 0 Tc 0 .94 521.82 212.58 egi521.82()Tj 3 (l)4.4 (st)3.7uITC Q q 286.08 466.86 220.379 54.9 re W n BT 10.54.9 re W n BT 10.54id (-)Tj -0.001 Tc 0	

EDL 5630 School Improvement Plans: 25 points (20 Internship Hours)

Objective/Criteria	Developing(Grade of C)	Satisfactory(Grade of B)	Excellent(Grade of A)
School Improvement Plan: Overview of School/Community/Cultural Influences	(2 points) The plan provides limited evidence of the identification of the school/community/cultural influences that impacted the development of the plan.	(2.5 points) The plan provides adequate evidence of the identification of the school/community/cultural influences that impacted the development of the plan.	(3 points) The plan provides complete and clear evidence of the identification of the school/community/cultural influences that impacted the development of the plan.

