



# WEST VIRGINIA STATE UNIVERSITY

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## Academic Affairs Assessment of Student Learning

### Assessment Plan for Academic Years 2019 and 2020

#### INSTRUCTIONS:

- Please submit a copy of this assessment plan to the Coordinator of Academic Program Assessment (Aaron Settle – [asettle1@wvstateu.edu](mailto:asettle1@wvstateu.edu))
- Please be sure to keep a copy of the assessment plan in your department office.

#### IDENTIFYING INFORMATION:

College: College of Professional Studies

Department/Program: Elementary and Secondary Education

Assessment Coordinator's Name: Dr. Stephanie Burdette

Assessment Coordinator's Email Address: [stephanie.burdette@wvstateu.edu](mailto:stephanie.burdette@wvstateu.edu)

Academic Year: 2018-2019

#### Program Learning Outcomes (Please list)

1. Demonstrate knowledge of chosen content field(s).
2. Teach units and lessons aligned with national and state standards that address the learning needs of all students.
3. Integrate technology and twenty-first century learning tools and skills in their own teaching as well as in the learning processes of their students.
4. Exhibit behaviors of a professional teacher congruent with the conceptual framework which includes Dispositions and Teacher as a Human Developer
5. (a) Maintain effective learning communities that value diverse abilities and talents and facilitate respect for all **and** (b) Make connections in the school and community by communicating effectively with parents and other community members to promote student learning. (Adopted June 2018)

**Curriculum Assessment Map** (Please provide a curriculum assessment map identifying the course(s) that each PLO is assessed. Make a special note of assessments that the departmental assessment coordinator collects data from to analyze overall learning of the PLO's.

1. Outline which learning outcomes and where you expect to conduct measures over the next 2 academic years (falls and springs) Include rationale, e.g., trending data, planned/ongoing follow-up from previous assessments or program review cycle, etc.)

<b>Learning Outcome (PLO)</b>	<b>Where Measured</b>	<b>Which Measure Used</b>	<b>Rationale</b>
1. Content Knowledge	At the end of the program	Praxis II Exam	These nationally normed tests can help the program compare our candidates with other candidates in the same fields.
2. Planning and Teaching	Ed 316 and 426– first methods course	CAPT rubric – Candidate Ability to Plan and Teach	Provides an early assessment of planning and teaching
	Ed 227 – End of Sophomore year course	UDL Rubric	Provides an assessment of ability to plan to adapt instruction for students with learning needs
	Ed 331 – After 316, but before student teaching	IEP simulation and meeting	Provides an opportunity to improve the achievement of a student or students with disabilities.
	SCOPE	SCOPE Rubric	Provides evidence that the candidate has had sufficient positive experiences prior to student teaching so that they are ready to teach
	Student Teaching	STAR and WVTPA rubrics	Performance assessments to measure readiness for professional teaching career.
3. Technology	Educ 300 – The same semester as 316 ( the first teaching methods course)	Technology Integration Rubric	Provides a measure of candidates ability to plan a unit in which technology forms an important part
	SCOPE	SCOPE portfolio presentation, evaluated by at least two faculty members using a rubric.	Assesses the degree to which candidates have used technology to enhance student learning prior to student teaching.
	Student Teaching	STAR Rubric	Assesses technology use in student teaching

4. Dispositions	Educ 200	Philosophy of Education Rubric	Provides an early assessment of Philosophy of Education – which reflects beliefs about how individuals learn, and these beliefs are dispositions.
	Educ 200, 316, 426, Student teaching	<u>WVSU Education Candidate Dispositions Rubric</u>	Rubric completed 5 times during a candidate's college career: self-assessment in 200; professor complete in 316, 423 or 426; and during student teaching by the University Supervisor and a self-assessment.
5. Diversity and Community	Ed 426	CAPT	Part of the CAPT relates to management
	Ed 426	Reflection on Management	Reflection on what actions during teaching related to aspects of management.
	Student Teaching	STAR	Some of the elements of the STAR relate to management.
	Student Teaching	STAR	One of the elements of the STAR relate to family communications.

2. How are you planning to measure the learning outcomes (s)? (What object, i.e., test, project, presentation, etc., and with what tool, e.g., rubrics, item analysis, sampling, benchmarks, national norms, exams, juried review, etc.)

The Education Department assesses all of the Program Learning Outcomes every semester. The data is compiled and analyzed by academic year. Our assessment plan, a continual improvement model, includes identifying trends in data that show strengths and weaknesses of the program that are addressed with programming as needed.

Each of our department assessments are scored using specific rubrics that are aligned with national teacher preparation standards or other required measures.

#### **Department of Education List of Assessments used with Curriculum Map**

Assessment 1: Admission to Teacher Education Program in Educ 202, at end of pre-professional phase.

Assessment 2: WVSU Lesson Plan, Assesses various aspects of lesson planning and reflection, in Educ 316 and 426, during professional phase. Plan is scored by course instructor

Assessment 3: Candidate Ability to Plan, Instruct and Teach (CAPT), content specific assessment completed by cooperating teacher in 316 and 426.

Assessment 4: Senior Capstone Oral Presentation E-Portfolio (SCOPE), presentation of E-Portfolio to both Education Faculty Member and Content Faculty Member, during Senior Capstone Phase.

Assessment 5: WVTPA The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all candidates during the culminating internship/student teaching experience.

Assessment 6: Student Teacher Assessment Record (STAR), assesses multiple aspects of teaching and professional behavior as well as content knowledge. This assessment is conducted during student teaching – the Senior Capstone Phase.

Assessment 7: Educ 300 Unit Plan, Candidates submit a technology rich unit plan in their content area, which is scored for quality of technology integration

Assessment 8: Praxis II, nationally normed test of teaching and content knowledge, administered by the Educational Testing Service.

Assessment 9: WVSU Education Candidate Dispositions Rubric, completed 5 times; self-assessment in 200; professor complete in 316, 423 or 426; and during student teaching by the University Supervisor and a self-assessment.

# Curriculum Map by PLOs (Key Assessment Phases) November 2019

Courses	PLO	Assessment 1 Admission		Assessment 2 Lesson Plan		Assessment 3 CAPT		Assessment 4 SCOPE		Assessment 5 WVTPA		Assessment 6 STAR		Assessment 7 Ed 300 Tech		Assessment 8 Praxis II		Assessment 9 Disposition Rubric	
		Admission to program -	At end of Educ 202					SC OPE Assessment Record	Before student teaching			STAR	Student Teaching						
Various	1 - content knowledge																		
Before graduation	1 - content knowledge																Praxis II	Before Graduation	
Student Teaching	2- planning and teaching											STAR	Student Teaching				Praxis II	Before Graduation	
EDUC 316	2- planning and teaching			WV SU Lesson Plan	Educ 316	CAPT Candidate Ability to Plan and Teach	Educ 316												
EDUC 300	3 - technology									Unit Plan Rubric	Educ 300, Junior level			Unit Plan Rubric	Educ 300, Junior level				
316, 423/426, student teaching	3 - technology							SC OPE Assessment Record	Before student teaching			STAR	Student Teaching						

200, 316, 423/4 26, stude nt teachi ng	4 – Dispo sition s																	Dispos ition rubric	200- self asses ment; 316 and 423/42 6 asses sed by course profes sor, during studen t teachi ng: self- asses s, univer sity superv isor
316, 423/ 426, stude nt teachi ng	5 – Diver sity and Com muni ty					CA PT	Edu c 316					STA R	Stu dent Tea chin g				Praxi s II	Before Gradua tion	
316, 423/ 426, stude nt teachi ng	5 – Diver sity and Com muni ty							SC OPE Ass ess men t Rec ord	Befo re stud ent teac hing			STA R	Stu dent Tea chin g						

3. Who will be responsible for the analysis and how will results be analyzed? When will results be available?

Dr. Stephanie Burdette along with other members of the WVSU Education Department faculty will analyze that is collected each semester and stored within Livetext. The collected data is then exported to excel for further analysis. Some data results were compared to prior years to examine trends.

In conclusion, data collection and analysis are essential components of the WVSU Education Department assessment for program improvement and accreditation through CAEP (Council for Accreditation of Educational Programs). CAEP accreditation is important because it provides assurance that our Department of Education has met national standards set by the teaching profession. West Virginia State University must be steadfastly dedicated to maintaining the ongoing accreditation status which has been maintained since 1963. A fully accredited program translates to our students being well positioned to enter the job market because graduates from accredited teacher programs are in high demand because they are well prepared for initial licensing and certification. By meeting the guidelines set forth by CAEP for data collection and analysis, we can ensure that we have successfully aided our education candidates in acquiring the necessary content, pedagogical and professional knowledge and skills to be successful in the classroom.



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#### IDENTIFYING INFORMATION:

College: College of Professional Studies

Department/Program: Masters of Education in Instructional Leadership

Assessment Coordinator's Name: Dr. Stephanie Burdette

Assessment Coordinator's Email Address: [stephanie.burdette@wvstateu.edu](mailto:stephanie.burdette@wvstateu.edu)

Academic Year: 2018-2019

#### Program Learning Outcomes (Please list)

The MEIL program previously measured student success with learning activities that demonstrate meeting the competencies as defined by Educational Leadership Constituent Council standards and WV Standards of Professional Practice for School Principals. However, CAEP guidelines for educational administrator preparation programs were modified in 2018 to reflect a shift to the National Educational Leadership Preparation (NELP) Standards which are applicable to program reports submitted through 2021.

Nine standards for the school principal are provided by the West Virginia Department of Education, §126-165-5. Standards of Professional Practice for School Principals, Series 165 Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders (5800) and are the focus of the WVSU MEIL Program Level Outcomes:

1. Demonstrates Interpersonal and Collaborative Skills.
2. Creates a Clear and Focused Learning Mission.
3. Facilitates Rigorous Curriculum, Engaging Instruction and Balanced Assessments.
4. Builds and Sustains a Positive Learning Climate and Cohesive Culture.
5. Promotes Continual Professional Growth and Attracts and Retains Quality Staff.
6. Acts as a Student Advocate and Creates Support Systems for Student Success.
7. Manages Operations to Promote Learning.
8. Connects to Families and the Larger Community.
9. Affects Continuous Improvement.



The National Educational Leadership Preparation (NELP) Program Standards were adopted for use by CAEP in later 2018. Previously, WVSU's MEIL Program utilized the ELCC Standards for educational leadership programs of study. The NELP standards are as follows:

### **Standard 1: Mission, Vision, and Improvement**

**Standard 1: Mission, Vision, and Improvement** Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

#### **STANDARD 1 COMPONENTS:**

**Component 1.1** Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. Component

**1.2** Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

### **Standard 2: Ethics and Professional Norms**

**Standard 2: Ethics and Professional Norms** Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.

#### **STANDARD 2 COMPONENTS:**

**Component 2.1** Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

**Component 2.2** Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.

**Component 2.3** Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

### **Standard 3: Equity, Inclusiveness, and Cultural Responsiveness**

**Standard 3: Equity, Inclusiveness, and Cultural Responsiveness** Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.

**STANDARD 3 COMPONENTS:**

**Component 3.1** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

**Component 3.2** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

**Component 3.3** Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

**Standard 4: Learning and Instruction** Candidates who successfully complete a district-level educational leadership

**Standard 4: Learning and Instruction** Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

**STANDARD 4 COMPONENTS:**

**Component 4.1** Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

**Component 4.2** Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

**Component 4.3** Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

Component 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

### **Standard 5: Community and External Leadership**

**Standard 5:** Community and External Leadership Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

#### **STANDARD 5 COMPONENTS:**

Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

### **Standard 6: Operations and Management**

**Standard 6:** Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.

#### **STANDARD 6 COMPONENTS:**

Component 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.

Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.

Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

### **Standard 7: Policy, Governance, and Advocacy**

**Standard 7** Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and wellbeing of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

#### **STANDARD 7 COMPONENTS:**

Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.

Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members

Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

### **Standard 8: Internship**

**Standard 8:** Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

#### **STANDARD 8 COMPONENTS:**

Component 8.1 Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the

professional skills articulated in each of the components included in NELP district-level program standards 1–7.

Component 8.2 Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.

Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.

**Curriculum Assessment Map** (Please provide a curriculum assessment map identifying the course(s) that each PLO is assessed. Make a special note of assessments that the departmental assessment coordinator collects data from to analyze overall learning of the PLO's.

Course	WVDE Standards	ELCC Standards (previously required standards)	NELP Standards (District level) (current CAEP required standards )	Data Collected for CAEP
EDUC 600	1-9	2	4	
EDUC 605	1-9	4	3,5	
EDUC 610	2, 5, 7, 9	5, 6	3,5,7	
EDUC 615	1-9	5, 6	4	
EDUC 620	1-9	2	1-6	Professional Development Plan Project
EDUC 625	2, 3, 4, 7, 8, 9	1-4	3,5,6,7	
EDUC 630	2, 4, 5, 6, 7, 8, 9	3	6	Case Study
EDUC 635	1-9	4, 6	3,5,6,7	
EDUC 640	2-9	1, 6	1-7	School Improvement Project
EDUC 645	1-9	1-6	1-7	

EDUC 650	1-9	1-6	1-8	Portfolio – Internship
EDUC 655	1-9	1-6	1-8	
PRAXIS 5411 – Educational Leadership: Administration and Supervision		1-6	1-8	Licensure Exam results

Fall courses: EDUC 600, 605, 610, and 615

Spring courses: EDUC 620, 625, 630, 635

Summer courses: EDUC 640, 645, 650, 655

1. Outline which learning outcomes and where you expect to conduct measures over the next 2 academic years (falls and springs) Include rationale, e.g., trending data, planned/ongoing follow-up from previous assessments or program review cycle, etc.)

Please see chart above. All courses are offered on a yearly basis. All assessments will be implemented each year. Student data will be collected each year and analyzed. The MEIL SPA report for CAEP accreditation was submitted in March 2019. Results from SPA report will be considered for resubmission which is scheduled for September 2020. Modifications related to the shift in approved standards will be reflected within these revisions.

2. How are you planning to measure the learning outcomes (s)? (What object, i.e., test, project, presentation, etc., and with what tool, e.g., rubrics, item analysis, sampling, benchmarks, national norms, exams, juried review, etc.)

The learning outcomes will be measured through a series of matrices, developed by the Education Department. Students will complete projects, case studies, internships, and portfolios to meet the learning outcomes. The Education Department's Graduate Committee will meet annually to conduct programmatic review. The students will also evaluate each course and offer suggestions for course improvements. As students progress through the program, they will be completing the learning objectives. After the Committee meets and a ruling that one of the learning objectives has not been met, then the next semester's courses may be revised. All grades and key assessments (listed in the curriculum mapping) will be input into LiveText assessment system for the Committee to review and evaluate. All student evaluations of the courses and suggestions will also be reviewed by the faculty and submitted to the Committee.

To evaluate ongoing student enrollment and completion, the program will collect data on the number of active students and course completion rates. Individual faculty will monitor student absence via Attendance Tracker, class participation, and report student difficulties to the program coordinator. The program coordinator will follow up and note communications via contact logs.

For program evaluation, the following inputs will be used: transition to Rubric Evaluation of NELP standards, Student Feedback, Candidate Disposition Assessment Survey, Praxis II exam scores, Alumni Survey, and Employer Survey. Examination of CAEP and ELCC program evaluations has previously provided valuable external feedback and the MEIL program will continue to implement ongoing, continuous review of the program. It should be noted that the Spring 2020 semester will serve as a transitional period for the MEIL program as the shift toward full implementation of the NELP Standards occurs. All assessment rubrics as well as course syllabi will be reflective of these changes with a tentative completion date for August 2020.

3. Who will be responsible for the analysis and how will results be analyzed? When will results be available?

Dr. Stephanie Burdette is Assessment Coordinator for the Department of Education and other faculty members will analyze results. Dr. Mickey Blackwell, MEIL Graduate Program Coordinator, Dr. Emily Waugh, Education Department Representative to Graduate Studies Council, and Dr. Stephanie Burdette will compose the MEIL Assessment Committee. This committee meets periodically, and assessment results are discussed annually unless further discussion is needed. Minutes of Committee Meetings are available. MEIL SPA report for CAEP Accreditation is currently available for review and revisions are in progress.

In conclusion, a systematic review of coursework to facilitate student success is a goal of the WVSU MEIL program. The WVSU education department program chair works in close conjunction with both the university's graduate programs coordinator as well as the department's assessment coordinator. This group last meet on January 14, 2020 to review available data and recommend programmatic changes which align with NELP and WVDE goals as well as the needs of graduate students



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## Academic Affairs Assessment of Student Learning Report for Academic Year 2018 - 2019

**Department/Program** Masters of Education in Instructional Leadership  
**Assessment Coordinator's Name:** Dr. Stephanie Burdette  
**Assessment Coordinator's Email Address:** [stephanie.burdette@wvstateu.edu](mailto:stephanie.burdette@wvstateu.edu)

1. **Which learning outcomes did you measure this past year?** [Please indicate whether any of these measures were conducted as follow-up to a previous year's issues or in response to Program Review. Be specific.]

The Department of Education submitted specialty reports (SPA) for all programs in M2019. The MEIL SPA covered assessment data for the MEIL program since its formal inception in Spring 2017. Results from SPA report will be considered for resubmission which is scheduled for September 2020. Modifications related to the shift in approved standards will be reflected within these revisions. This report summarizes data from EDUC 620, 630, and 640.

The MEIL program previously measured student success with learning activities that demonstrate meeting the competencies as defined by Educational Leadership Constituent Council standards and WV Standards of Professional Practice for School Principals. However, CAEP guidelines for educational administrator preparation programs were modified in 2018 to reflect a shift to the National Educational Leadership Preparation (NELP) Standards which are applicable to program reports submitted through 2021.

Nine standards for the school principal are provided by the West Virginia Department of Education, §126-165-5. Standards of Professional Practice for School Principals, Series 165 Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders (5800) and are the focus of the WVSU MEIL Program Level Outcomes:

1. Demonstrates Interpersonal and Collaborative Skills.
2. Creates a Clear and Focused Learning Mission.
3. Facilitates Rigorous Curriculum, Engaging Instruction and Balanced Assessments.
4. Builds and Sustains a Positive Learning Climate and Cohesive Culture.
5. Promotes Continual Professional Growth and Attracts and Retains Quality Staff.
6. Acts as a Student Advocate and Creates Support Systems for Student Success.
7. Manages Operations to Promote Learning.
8. Connects to Families and the Larger Community.



9. Affects Continuous Improvement

The program learning outcomes addressed in each course assessment are listed below.

Course	WVDE Standards	ELCC Standards	NELP Standards (District level)  (current CAEP required standards)	Data Collected for CAEP
EDUC 620	1-9	2	1-6	Professional Development Plan Project
EDUC 630	2, 4, 5, 6, 7, 8, 9	3	6	Case Study
EDUC 640	2-9	1, 6	1-8	School Improvement Project

**Curriculum Assessment Map of MEIL Program**

Course	WVDE Standards	ELCC Standards  (previously required standards)	NELP Standards  (District level)  (current CAEP required standards )	Data Collected for CAEP
EDUC 600	1-9	2	4	
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Fall courses: EDUC 600, 605, 610, and 615

Spring courses: EDUC 620, 625, 630, 635

Summer courses: EDUC 640, 645, 650, 655

**2. In which course(s) were assessments conducted?**

Assessments\* were conducted in the following courses:

- EDUC 620 – Change, Innovation, and Professional Development in Schools
- EDUC 630 – Financial and Human Resource Management of Schools
- EDUC 640 – Data-based Decision Making for School Improvement

\*Assessments are conducted over the entire course of the program. Only the courses noted above contain assessments that are used for CAEP accreditation purposes.

**3. How did you assess the selected program learning outcomes? (i.e., what did you assess –group project, skills demonstration, presentation, performance, debate, lab experiment, online discussion, etc. and- what tool (measure) did you use - rubric, nationally or state-normed exam, item analysis, pre-posttest design, skills inventory, survey, etc.)**

Assessments were used as evidence of meeting ELCC standards for accreditation of the program by CAEP. Assessments were made using rubrics created to assess projects and a case study. The National Educational Leadership Preparation (NELP) Program Standards were adopted for use by CAEP in later 2018. Previously, WVSU's MEIL Program utilized the ELCC Standards for educational leadership programs of study. It should be noted that the Spring 2020 semester will serve as a transitional period for the MEIL program as the shift toward full implementation of the NELP Standards occurs. All assessment rubrics as well as course syllabi will be reflective of these changes with a tentative completion date for August 2020.

**4. How many students were included in the assessment(s) of each PLO in a course?**

	Number of students
EDUC 620 – Change, Innovation, and Professional Development in Schools	34
EDUC 630 – Financial and Human Resource Management of Schools	37*
EDUC 640 – Data-based Decision Making for School Improvement	25

\*The reported data for this course is missing a few submissions which will be addressed during the Spring 2020 LiveText review.

**5. How were students selected to participate in the assessment of each outcome (Helpful details might include- whether this assessment represents all students, a sample of students in a class, or a sample of students across sections)?**

The assessment represents all students in the courses.

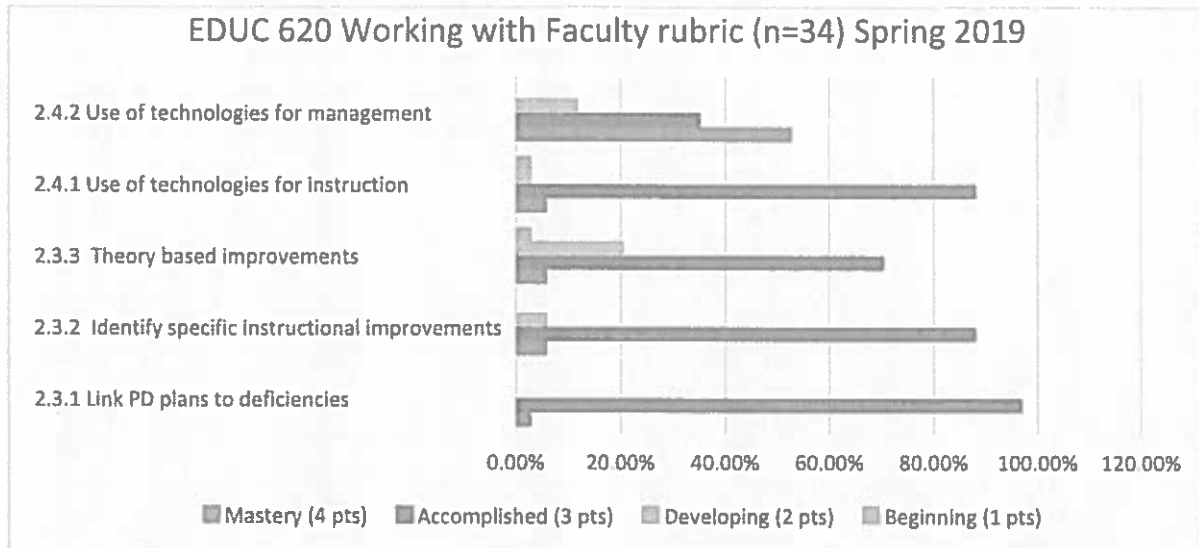
**6. In general, describe how each assessment tool (measure) was constructed (i.e. in-house, national, adapted).**

The assessment tools were created by course instructors (in-house).

**7. Who analyzed results and how were they analyzed?**

The results were analyzed by Dr. Stephanie Burdette using LiveText and Excel tools. Dr. Blackwell (program coordinator) as well as members of the MEIL faculty participated in the compilation and analysis of data as well.

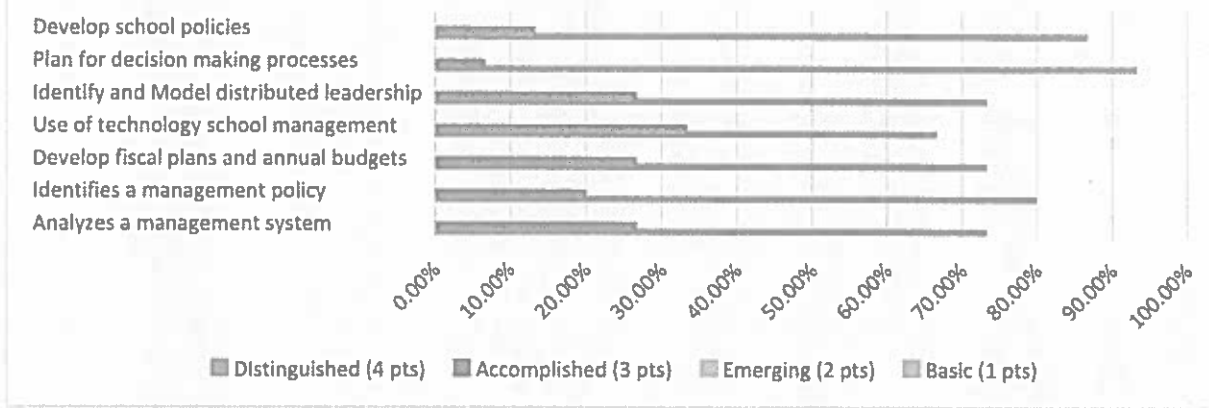
8. Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome. Report scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.



**EDUC 620** – Data was collected during the two semesters that the Education 620 course was offered, Spring of 2019. All candidates scored Developing or better on the rubric elements 2.3.1 and 2.3.2 related to Standard 2.3. This assures us that candidates at a minimum can design professional development plans that are, “linked to identified deficiencies” and include “specific differentiated instructional strategies, , materials and technologies.” There were three elements of the rubric where some candidates did not score developing or better. The first was element 2.3.3, which is related to Standard 2.3, where the candidate was to justify improvements based on leadership theory or change theory. The other two elements where some candidates did not score accomplished or better are related to Standard 2.4, use of technologies. These items were also found to be at the Beginning level during the previous data analysis which will justify further consideration in regard to these particular standards.

These data show clear evidence that candidates are able to make professional development plans linked to identified deficiencies that include specific instructional strategies, and also that they understand existing school technologies related to both instruction and management as well as identifying replacement technologies for both instruction and management.

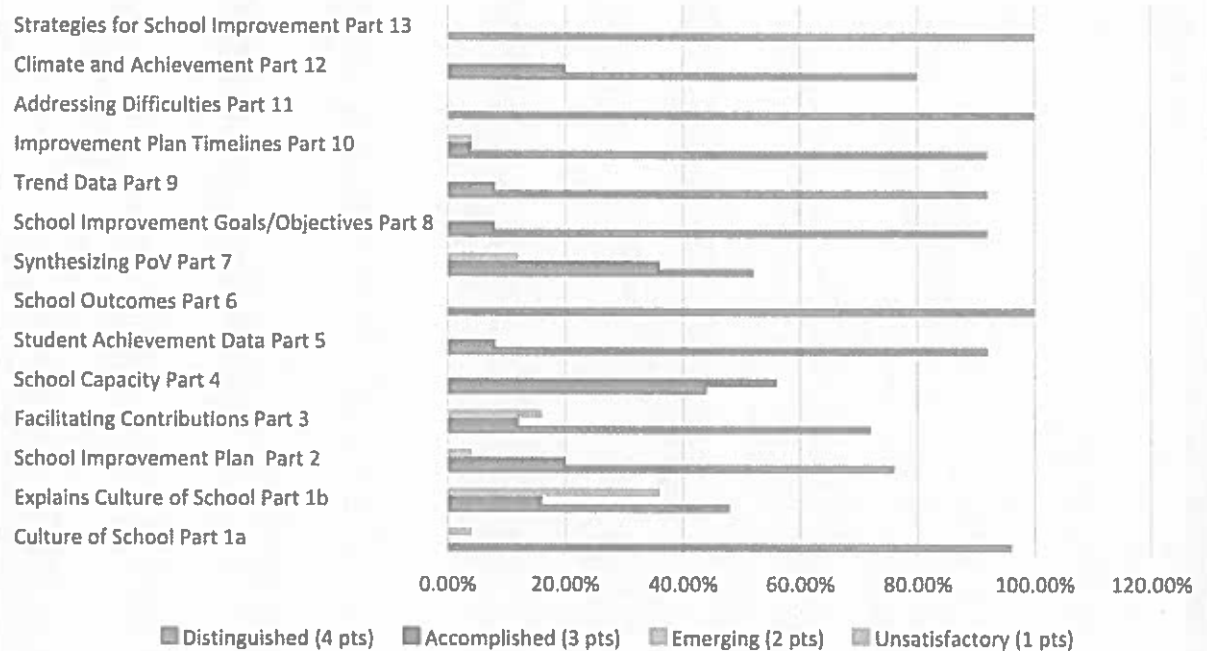
**MEIL School Management Case Study Rubric-Educ 630 Spring  
2019 (n=15)**



**EDUC 630** – All the candidates scored accomplished or better on the elements of the rubric numbered 3.1.1, 3.2.1, 3.2.3, 3.4.1, 3.4.2, and 3.5.2.

Analysis of the data points to strong evidence for meeting ELCC Standard 3. Four out of five elements of standard 3 are well represented in the rubric, and the candidates scores indicate that the vast majority of all candidates have demonstrated elements of the standard at the accomplished level or better. It should be noted that the data set for EDUC 630 is incomplete and revisions to the LiveText submissions will take place during the Spring 2020 semester.

## EDUC 640 Data-based Decision Making for School Improvement Summer 2018 (N=25)



**EDUC 640** – Ninety-five percent or more candidates scored Accomplished or above on all elements of the rubric except one. This was the element related to Standard 2.1, which requires candidates to compare the culture of the given school to an inquiry-based school culture. While all candidates could describe the culture of the target school during the Summer 2018 semester, only 64% could compare that culture to an inquiry-based culture. In Summer 2017, all candidates could compare a given school culture to an inquiry-based culture. On all the remaining elements of the rubric, which align to standards 1.1, 1.2, 1.3, 1.4, 2.1, 4.1, 5.3, and 6.3, most candidates scored Accomplished or above.

There were six rubric elements related to Standard 1. On the one element aligned with Standard 1.1, 98% scored accomplished or above. On the four elements aligned with Standard 1.2, 98% 96%, 98% and 96% scored accomplished or above on Elements for parts 10, 8, 4, and 2 respectively. On the one element for Standard 1.4, all candidates scored accomplished or above. This shows strong evidence of meeting standard 1. There was one element related to Standard 2, specifically to standard 2.1, and only 84% scored accomplished or above on this standard. This shows weak evidence of meeting standard 2, because so few elements addressed standard 2, and because a relatively small percentage scored accomplished or above. There were only one or two rubric elements related to standards 4, 5, and 6 (Parts 3 and 7 related to Standard 4.1; Part 5 relates to Standard 5.3; and Parts 9 and 11 related to Standard 6.3) but 95% or more of candidates

scored accomplished or above on each of these elements showing strong evidence of meeting part of standards 4, 5, and 6.

9. **What are next steps?** (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)

The program will address areas for improvement discovered while compiling the SPA report revisions. The SPA report feedback and revision process will provide additional feedback that can be used for program improvement.

10. **Please attach an example of the assessment tool used to measure your PLO(s).** These can be added as an appendix, a link to the assessment, or sent separately in email with your report.

Additional attachments will serve to provide a broader view of the MEIL program. The attached documents will include:

- Internship Portfolio Evaluation–Assessment 2
- Working with Faculty – Assessment 3
- Internship Performance Evaluation – Assessment 4
- Supporting Student Learning Project – Assessment 5
- School Management Case Study Assessment 6