



# 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: 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, WVSVU'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