

Degree: M.Ed. in Administration
2023-2024 Assessment Plan

Student Learning Outcome #1

The following Learning Outcome aligns with the components of the National Educational Leadership Preparation (NELP) Standard 1: Mission, Vision, and Improvement and includes all components of that standard.

Learning Outcome: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary 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.

NELP Component 1.1

Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

NELP Component 1.2

Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

PLAN Assessment Method(s)

Rationale: This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 1. The candidate assumes the role of a school principal in a hypothetical simulation to demonstrate the capacity to utilize data to collaboratively evaluate root causes of inequities in students' success and to collaboratively design a campus vision, mission, and plan for improvement that includes measurable, attainable, timebound goals.

Assessment 1: Rubric Row 1 for the Campus Improvement Plan Assessment in the EDLD 5333 – Leadership for Accountability course.

Assessment 2: Rubric Row 5 for the Campus Improvement Plan Assessment in the EDLD 5333 – Leadership for Accountability course.

	Proficiency	Candidate mastery demonstrates at 80%. EAC Visual Data tool is used to report rubric scores aligned with NELP Standard 1 components. Additionally, faculty regularly conduct an Inter Rater Reliability study with al graders of this assessment, including instructional associates (IAs) and course professors on this selected course assignment.										
DO	Benchmark	90% of Candidates will meet mastery level expectations.										
	Results of Assessment	<table><tr><td colspan="2">Year Data Point 1 Summer 2023</td><td colspan="2">Year Data Point 2 Fall 2023</td></tr><tr><td><i>n</i> = 506</td><td>Assessment 1 99% Assessment 2 98%</td><td><i>n</i> = 733</td><td>Assessment 1 98% Assessment 2 98%</td></tr></table>				Year Data Point 1 Summer 2023		Year Data Point 2 Fall 2023		<i>n</i> = 506	Assessment 1 99% Assessment 2 98%	<i>n</i> = 733
Year Data Point 1 Summer 2023		Year Data Point 2 Fall 2023										
<i>n</i> = 506	Assessment 1 99% Assessment 2 98%	<i>n</i> = 733	Assessment 1 98% Assessment 2 98%									
STUDY	Analysis of Results	The analysis of the assessment results based on Student Learning Outcome #1 and the associated NELP components reveals several significant findings. In terms of understanding and communicating the school's mission and vision (NELP Component 1.1), both Assessment 1 and Assessment 2 consistently demonstrate high proficiency levels, surpassing the 80% mastery benchmark. Similarly, in leadership in improvement processes (NELP Component 1.2), candidates consistently display strong proficiency, meeting or exceeding mastery benchmarks. Despite an increase in the number of candidates assessed from 506 to 733 across the two data points (Summer 2023 and Fall 2023), proficiency levels remained consistently high, indicating the program's robustness and effectiveness. Both assessments yielded proficiency rates 98% or above, highlighting the program's success in preparing candidates to meet desired standards. The evaluation method utilizes rubrics aligned with NELP Standard 1 components, ensuring alignment with program goals, and regular Inter Rater Reliability studies enhance the reliability and validity of results.										

ACT	Improvement Plan for 2024-2025	Overall, the assessment results suggest that the program effectively equips candidates with the necessary knowledge, skills, and mindsets to promote student and adult success. The consistently high proficiency rates reflect positively on the program's curriculum, instruction, and support structures. For the 2024-2025 academic year, the faculty will continue to assess effectiveness by enhancing data literacy, integrating technology for continuous improvement, prioritizing diverse collaborative learning experiences, reviewing assessment tools, and encouraging candidates' self-evaluation for ongoing professional growth. These efforts aim to equip candidates with essential skills for effective educational leadership, fostering adaptability, teamwork, and continuous improvement. Through this plan implementation, our program aims to leverage its strengths. Embracing a holistic approach centered on data-driven decision-making, collaboration, equity, and continuous improvement, we aim to empower candidates to lead and innovate within educational settings, fostering the success and well-being of both students and adults.
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Student Learning Outcome #2

The following Learning Outcomes align with the components of the National Educational Leadership Preparation (NELP) Standard 6: Operations and Management and includes all components of that standard.

Learning Outcome: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to 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.

NELP Component 6.1

Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

NELP Component 6.2

Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

NELP Component 6.3

Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

PLAN

Assessment Method(s)

Rationale: These assessments measure students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 6. The candidate assumes the role of a school principal in a hypothetical simulation to demonstrate the capacity to evaluate, develop, and implement management, communication, and operation systems that support each student's learning needs and promote the vision of the school.

		Assessment 1: Rubric Row 2 for the Simulated Strategic Problem-Solving Project – Activity 1 in the EDLD 5339 – The Principalship course Assessment 2: Rubric Row 3 for Simulated Strategic Problem-Solving Project – Activity 2 in the EDLD 5339 – The Principalship course Assessment 3: Rubric Row 3 for the Simulated Strategic Problem-Solving Project – Activity 3 in the EDLD 5339 – The Principalship course										
	Proficiency	Candidate mastery demonstrates at 80%. EAC Visual Data tool is used to report rubric scores aligned with NELP Standard 6 components. Additionally, faculty regularly conduct an Inter Rater Reliability study with Instructional Associates and course professors on a selected course assignment.										
DO	Benchmark	90% of Candidates will meet mastery level expectations.										
	Results of Assessment	<table><tr><th colspan="2">Year Data Point 1 Fall 2023</th><th colspan="2">Year Data Point 2 Spring 2024</th></tr><tr><td>n = 775</td><td>Assessment 1 95% Assessment 2 97% Assessment 3 98%</td><td>n = 625</td><td>Assessment 1 94% Assessment 2 97% Assessment 3 98%</td></tr></table>				Year Data Point 1 Fall 2023		Year Data Point 2 Spring 2024		n = 775	Assessment 1 95% Assessment 2 97% Assessment 3 98%	n = 625
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S T U D Y	Analysis of Results	Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #2.										

ACT	Improvement Plan for 2024-2025	Though the data continue to indicate learning exceeds expectations of mastery, faculty examined learning activities within the course to determine level of rigor, relevance, and application of knowledge and skills in a real-world setting. For the 2024-2025 academic year, faculty will assess and update assignments to increase depth of focus on stated learning outcomes. The objective will be to ensure these assessments accurately measure students capacity to to develop and implement data-informed strategic problem-solving strategies necessary to improve management, communication, school-level governance, and operation systems.
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Student Learning Outcome #3

The following Learning Outcomes align with the components of the National Educational Leadership Preparation (NELP) Standard 7: Building Professional Capacity and includes all components of that standard.

Learning Outcome: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to 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.

NELP Component 7.1

Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

NELP Component 7.2

Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

NELP Component 7.3

Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

NELP Component 7.4

Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

PLAN

Assessment Method(s)

Rationale: This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 7. The focus of this assessment is on

		recruitment, hiring, retention, and ethical practices. Candidates will develop campus norms/dispositions, a teacher profile, and interview questions. In addition, candidates will develop a hiring plan that ensures ethical recruitment and hiring decisions. Assessment 1: Rubric Row 2 for the Human Talent Assessment in the EDLD 5345 – Human Resource Development course Assessment 2: Rubric Row 3 for the Ethics and Talent Management Assessment in the EDLD 5345 – Human Resource Development course Assessment 3: Rubric Row 4 for the Ethics and Talent Management Assessment in the EDLD 5345 – Human Resource Development course Assessment 4: Rubric Row 5 for the Ethics and Talent Management Assessment in the EDLD 5345 – Human Resource Development course										
	Proficiency	Candidate mastery demonstrates at 80%. EAC Visual Data tool is used to report rubric scores aligned with NELP Standard 7 components. Additionally, we conducted an Inter-Rater Reliability study with Instructional Associates and course professors on a selected course assignment.										
DO	Benchmark	90% of Candidates will meet mastery level expectations.										
	Results of Assessment	<table><tr><th colspan="2">Year Data Point 1 Summer 2023</th><th colspan="2">Year Data Point 2 Spring 2024</th></tr><tr><td><i>n</i> = 666</td><td>Assessment 1 98% Assessment 2 99% Assessment 3 98% Assessment 4 99%</td><td><i>n</i> = 724</td><td>Assessment 1 97% Assessment 2 99% Assessment 3 99% Assessment 4 99%</td></tr></table>				Year Data Point 1 Summer 2023		Year Data Point 2 Spring 2024		<i>n</i> = 666	Assessment 1 98% Assessment 2 99% Assessment 3 98% Assessment 4 99%	<i>n</i> = 724
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S T U D Y	Analysis of Results	Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #3.
ACT	Improvement Plan for 2024-2025	Though the data continue to indicate learning exceeds expectations of mastery, faculty examined learning activities within the course to determine level of rigor, relevance, and application of knowledge and skills in a real-world setting. For the 2024-2025 academic year, faculty will assess and update assignments to increase depth of focus on stated learning outcomes. The objective will be to ensure these assessments accurately measure students capacity to apply the knowledge, skills, and commitments necessary to 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.

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Student Learning Outcome #4

The following Learning Outcomes align with the components of the National Educational Leadership Preparation (NELP) Standard 4: Learning and Instruction and includes all components of that standard.

Learning Outcome: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

NELP Component 4.1

Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

NELP Component 4.2

Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

NELP Component 4.3

Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

NELP Component 4.4

Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

PLAN	Assessment Method(s)	Rationale: This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 4. The focus of this assessment is on high quality curricula; high quality instructional practices; effective formal and informal assessments; and evaluation of curriculum, instruction, and assessment. In addition, candidates develop an ongoing, year-long, collaborative, comprehensive, and research-based Professional Development Plan by utilizing simulated instructional and academic data. Rubric for Professional Development Plan Assessment in the EDLD 5352 – Instructional Leadership course. Assessment 1: Rubric Row 4 for Professional Development Plan Assessment in the EDLD 5352 – Instructional Leadership course Assessment 2: Rubric Row 3 for Professional Development Plan Assessment in the EDLD 5352 – Instructional Leadership course Assessment 1: Rubric Row 2 for Professional Development Plan Assessment in the EDLD 5352 – Instructional Leadership course Assessment 1: Rubric Row 1 for Professional Development Plan Assessment in the EDLD 5352 – Instructional Leadership course								
	Proficiency	Candidate mastery demonstrates at 80%. EAC Visual Data tool is used to report rubric scores aligned with NELP Standard 4 components. Additionally, we conducted an Inter-Rater Reliability study with Instructional Associates and course professors on a selected course assignment.								
DO	Benchmark	90% of Candidates will meet mastery level expectations.								
	Results of Assessment	<table border="1"> <tr> <th colspan="2">Year Data Point 1 Fall 2023</th><th colspan="2">Year Data Point 2 Spring 2024</th></tr> <tr> <td>NA</td><td>NA</td><td>n = 813</td><td> Assessment 1 99% Assessment 2 99% Assessment 3 92% Assessment 4 93% </td></tr> </table>		Year Data Point 1 Fall 2023		Year Data Point 2 Spring 2024		NA	NA	n = 813
Year Data Point 1 Fall 2023		Year Data Point 2 Spring 2024								
NA	NA	n = 813	Assessment 1 99% Assessment 2 99% Assessment 3 92% Assessment 4 93%							

S T U D Y	Analysis of Results	Percent of students exceeded targeted rate of mastery level expectations in all assessments for the Learning Outcome #4.
ACT	Improvement Plan for 2024-2025	This assessment and other learning activities in the course were rewritten before the spring 2024 offering of this course. Therefore, no data were available for the assessments of SLO #4 prior to the spring 2024 semester. Though the data indicate learning exceeds expectations of mastery, faculty examined learning activities within the course to determine level of rigor, relevance, and application of knowledge and skills in a real-world setting. For the 2024-2025 academic year, faculty will assess and update assignments to increase depth of focus on stated learning outcomes. The objective will be to ensure these assessments accurately measure students capacity to apply the knowledge, skills, and commitments necessary to 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.