

**STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2019-2020**

Degree and Program Name: Ed.S. – Educational Leadership

Submitted By: Dr. Cliff D Karnes, Chair

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA annually by July 1. For departments undergoing the IBHE review program, this worksheet should be submitted in fulfillment of the requirements for the learning assessment portion of the statewide review.

PART ONE

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
1. A depth of content knowledge including effective technology skills and ethical behaviors.	The Ed.S. Program has 3 content assessments (#1, #2, and #5) and 3 performance assessments (#3, #4, and #7) as outlined below. Detailed assessment descriptions, scoring guides, and data tables are housed on the department website.	Meet or exceed on scoring guide provided	<ul style="list-style-type: none"> ➤ State Test Certification Results: 18-20 1st Time 98.5% Pass (State rate 94.5%); ➤ Program Assessments: 100% Meets or Exceeds; ➤ Faculty members are responsible for providing intervention techniques for students not meeting; ➤ 29 Ed.S. Graduates (2018-2019); 	<ul style="list-style-type: none"> ➤ Chair, graduate coordinator, faculty members; ➤ The department has created a secure website to house all student data; ➤ Faculty members are responsible for providing intervention techniques for students not meeting the objective and placing data tables on department website; ➤ At the end of every semester, data on all assessments are reviewed by all faculty members as part of the end-of-the-semester assessment review for Unit (CEPS Grad) Assessment;
2. Critical thinking and problem solving skills	The Ed.S. Program has 3 content assessments (#1, #2, and #5) and 3 performance assessments as outlined previously (#3, #4, #7). Detailed assessment descriptions, scoring guides, and data tables are housed on the department website.	Meet or exceed on scoring guide provided	<ul style="list-style-type: none"> ➤ 100% Meets or Exceeds; ➤ Faculty members are responsible for providing intervention techniques for students not meeting; 	<ul style="list-style-type: none"> ➤ Chair, graduate coordinator, faculty members; ➤ The department has created a secure website to house all student data; ➤ Faculty members are responsible for providing intervention techniques for students not meeting the objective and placing data tables on department website; ➤ At the end of every semester, data on all assessments are reviewed;

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3. Effective oral and written communication skills	Assessments #3, #4, #5, #6, and #7 all have significant writing expectations which are assessed as outlined on the assessment description and scoring guides. Assessments #6 and #7 require formal presentations and demonstration of effective written and oral communication skills.	Meet or exceed on scoring guide provided	<ul style="list-style-type: none"> ➤ 100% Meets or Exceeds; ➤ Faculty members are responsible for providing intervention techniques for students not meeting; 	<ul style="list-style-type: none"> ➤ Chair, graduate coordinator, faculty members; ➤ The department has created a secure website to house all student data; ➤ Faculty members are responsible for providing intervention techniques for students not meeting the objective and placing data tables on department website. At the end of every semester, data on all assessments are reviewed;
4. Evidence of advanced scholarship through research and/or creative activity.	Assessment #6, Action Planning requires an extensive review of literature and development of a scientifically research based action plan on a selected area of concern. Assessment #4, Practicum, requires 4 major projects which require research into scientifically researched based practices.	Meet or exceed on scoring guide provided	<ul style="list-style-type: none"> ➤ 100% Meets or Exceeds; ➤ Faculty members are responsible for providing intervention techniques for students not meeting; 	<ul style="list-style-type: none"> ➤ Chair, graduate coordinator, faculty members; ➤ The department has created a secure website to house all student data; ➤ Faculty members are responsible for providing intervention techniques for students not meeting the objective and placing data tables on department website. At the end of every semester, data on all assessments are reviewed;

Ed.S. Program Assessments

In this section, list the assessments that are being submitted as evidence for meeting the ELCC Standards. All programs must provide a minimum of seven assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

	Name of Assessment ¹	Type or Form of Assessment ²	When the Assessment is Administered ³
1	[Licensure assessment, or other content-based assessment]	Licensure Exam	End of the Program
2	[Assessment of content knowledge in educational leadership]	Course Grades	EDL 6600 - Organization Development EDL 6700 - Planning and Evaluation EDL 6860 - School Finance
3	[Assessment of ability to develop supervisory plan for classroom-based instruction]	School Improvement	EDL 6650 - The Supt. Of Schools
4	[Assessment of internship/clinical practice]	Field Study Evaluation	EDL 6910 - Field Study in Educational Administration
5	[Assessment of ability to support student learning and development]	Graduate Survey	End of Program
6	[Content-based assessment – application of content]	Action Planning	EDL 6650 - The Supt of Schools

In addition to the Graduate Assessment Requirements, our program is nationally accredited by the ELCC Spa, as part of the NCATE accreditation process. Below are the national standards and the assessments used to assess each standard and element.

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.	
1.1 Develop a School Vision of Learning.	Assessment # 1, 2, 3, 4, 5
1.2 Articulate a School Vision of Learning.	Assessment # 1, 2, 3, 4, 5
1.3 Implement a School Vision of Learning.	Assessment # 1, 2, 3, 4, 5
1.4 Steward a School Vision of Learning.	Assessment # 1, 2, 3, 4, 5
1.5 Promote Community Involvement in School Vision.	Assessment # 1, 2, 3, 4, 5
Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	
2.1 Promote a Positive School Culture.	Assessment # 1, 2, 3, 4, 5
2.2 Provide Effective Instructional Program.	Assessment # 1, 2, 3, 4, 5
2.3 Apply Best Practice to Student Learning.	Assessment # 1, 2, 3, 4, 5
2.4 Design Comprehensive Professional Growth Plans.	Assessment # 1, 2, 3, 4, 5
Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	
3.1 Manage the Organization.	Assessment # 1, 2, 4, 5, 7
3.2 Manage the Operations.	Assessment # 1, 2, 4, 5, 7
3.3 Manage the Resources.	Assessment # 1, 2, 4, 5, 7
Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	
4.1 Collaborate with Families and Other Community Members.	Assessment # 1, 2, 4, 5, 7
4.2 Respond to Community Interests and Needs.	Assessment # 1, 2, 4, 5, 7
4.3 Mobilize Community Resources.	Assessment # 1, 2, 4, 5, 7

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner	
5.1 Acts with Integrity.	Assessment # 1, 2, 4, 5, 7
5.2 Acts Fairly.	Assessment # 1, 2, 4, 5, 7
5.3 Acts Ethically.	Assessment # 1, 2, 4, 5, 7
Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	
6.1 Understand the Larger Educational Context.	Assessment # 1, 4, 5, 6, 7
6.2 Respond to the Larger Educational Context.	Assessment # 1, 4, 5, 6, 7
6.3 Influence the Larger Educational Context.	Assessment # 1, 4, 5, 6, 7
Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.	
7.3 Candidates apply skills and knowledge articulated in the first six ELCC standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs.	Assessment #4

PART TWO

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

Program Assessment Accomplishments

The EDL Faculty completed a total realignment of the EDS Program to meet the new EDS and Superintendent Requirements for Illinois State Board of Education in 2017. The EDL Faculty continues to stay updated on the training and certification to be teacher evaluators, a mandate by the Illinois State Board of Education. The knowledge and skills acquired in this program include identification of levels of teacher performance, appropriate themes and a framework for professional teaching practice in the four domains of planning and preparation, environment, instruction and professional practice. As stated previously, the Educational Specialist Redesign Project was approved by the Illinois State Board of Education in May of 2017. During this time in front of the Illinois Licensure Board, the Department was given kudos from several of the Board. They mentioned the practitioners that were involved in teaching the coursework within our Department and the overall strength of the program.

PART THREE

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

History, Changes and Improvements, and Next Steps

The EDS program is one that continually aligns with the recently revised ELCC Standards and responds to the present issues, culture and procedures needed to operate successful school districts. Our program of study requires 33 semester hours, which includes a total of 9 courses and a full-year internship. The delivery format for our program is a combination of face to face and engagements through the utilization of Desire2 Learn. Desire2 Learn is a hosted Learning Management System, which allows the Department of Educational Leadership to deliver an enhanced learning experience for students in face-to-face, virtual, and blended environments. D2L offers a variety of learning tools that encourage collaborative & activity-based learning along with interaction of users and materials, to engage and inspire learners. The Personal Systems Development Model guides our Field Service Internship. There is a three-way partnership among the student, the university supervisor, and the host administrator. Students will assimilate their new administrative experiences into their already existing cognitive structures. Students will experience "hands-on" learning, keep logs of their activities and projects, and analyze their work, and reflect on their experiences. The internship is designed for self-development for successful management, enhanced problem-solving abilities, and strong leadership.

Through the partnership with other members of the Illinois Council of Professors of Educational Administration we reviewed the current research regarding organizational issues and needs of the twenty-first century school systems. We carefully identified the skill sets that are needed by today's superintendents and leaders to manage and operate school districts in a manner that will assure success for all students.

This new program was presented to IBHE in Spring of 2017 with the implementation taking place in the summer of 2017. Many of the new requirements had been previously addressed in the department's annual improvement/review processes. Within this program revision, the EDS and superintendent endorsement program moved to a full year internship (field experience). This added time in the field experience correlates with the new standards for superintendents in the state of Illinois and ISBE. This additional time provides students with a complete picture of the overall leadership experiences required to function as a superintendent in today's school environment. In addition to these items, the program offers the student a detailed background of PERA and Part 50 of the evaluation models for principals. With the implementation of these new rules throughout the state of Illinois, the program was forced to alter and evolve into providing the student with the needed background to be quality evaluators. With the state of Illinois changing the evaluation training from the Growth through Learning Model to a newly developed administrative academy, our students are provided the background for this training throughout multiple courses in the EDS program.

EDL Faculty members are currently working to update our assessments based on the new ELCC Standards from the Revised 2008 ISLLC Standards and the 2011 ELCC standards and will be moving to the NELP standards in the near future. The EIU EDL Department's next generation of assessments will follow these standards and will represent significant faculty study and discussions on the topic. The department has transitioned to the new standards and assessments through the Superintendent Redesign Program.

Further, the EDL Faculty members have engaged in intense discussions regarding how to most effectively improve our program. These efforts were precipitated by our department's traditional and ongoing improvement efforts, the data collected from departmental assessments, and information gathered from external initiatives that address principal preparation programs nationally and in Illinois. Two of our department members served on the Superintendent Redesign Project, and others have been actively involved in these initiatives. We also have faculty involved in other continuous improvement processes for programs and organizations, including Baldrige Excellence in Education pursuit, along with the Charlotte Danielson trainings. As a result of our collective efforts and the various data we have considered, the department has made significant improvements to our program, and has plans to address additional issues in the immediate future.

The Department of Educational Leadership has actively pursued an agenda of scrutiny and examination focused on improving its Educational Specialist's Program. This agenda has included examination of the individual course data, student observations, analysis of the course alignment to standards and a strong dispositional dialogue regarding overall quality of program. This attitude of self-assessment has always been a strong quality of our department. The self-assessment and the ISBE Superintendent Redesign Program has identified areas which the Department to continue to improve by using further analysis and discussion. During the past few years this discussion became more focused and allowed for the identification of specific areas of targeted improvements. The reflections combined with all other data collected has precipitated significant improvements to our program. However, we remain focused in the continual improvement in order to bring greater quality to our Educational Specialist's Program.

Eastern Illinois University Educational Leadership Program continues to see growth within the program. With the new realigned EDS program, the trend within the last five years has seen a steady growth from 45 students in the fall 2015 to 68 in the fall of 2019. This is over a 51% increase. With this increase in students, the EDS program definitely saw an increase in student demand for the new tract of the EDS along with the new improved guidelines within the EDS/Superintendent Program. Along with this increase in numbers we have offered more cohorts to meet the needs of the area. Our number of EDS cohorts have increased from 2 in 2015 to 5 in 2019. Along with this increase in numbers, a recent study conducted by the EDL Department, found that in the year of 2018-2019 school year that EIU EDL graduates held over 540 administrative positions within the state of Illinois. This data takes in both MSED and EDS programs. This data does not include graduates that are working in other leadership capacity roles due to our Teacher Leader program and other leadership opportunities that require administrative endorsements that are not specific to the EDS Program.

Specific Assessment Information

1. Content Knowledge

In the area of content knowledge, three assessments are used – the state certification exam (Assessment #1), course grades for EDL 6700-Planning and Evaluation of Instructional Programs, EDL 6860 – School Finance and EDL 6600-Organization Development in Educational Administration (Assessment #2), and EDL 6650 – The School Superintendent (Assessment #6). The department has found the state certification data to be somewhat frustrating. Although the data indicates that our students are doing extremely well on this test, the feedback we receive does not break the results down by question or by standard. The four domains used are very vague and do not provide the feedback we need for program improvement. Faculty members have been involved on committees at the state level and organization to continue to review and make recommendations for continual updating of the state assessment.

The department decided to utilize course grades for three courses (EDL 6600, 6860, 6700) because the content of these courses is very specific and directly align with the specific standards. Data indicates that students are successfully mastering the content knowledge in each of these areas.

EDL 6650- The School Superintendent is the base for Assessment #6 – The Superintendent Entry Action Plan. The data from this assessment indicates that our candidates have the knowledge and skills to be able to assume a district level administrative role.

2. Professional and Pedagogical Knowledge, Skills, and Dispositions

The Ed.S. Data clearly indicates that one of the strengths of our program is the practical application of professional knowledge and skill. The majority of the courses include field experiences that require candidates to take the content knowledge and apply it in real settings. The Field Study experience has been significantly revised to ensure that students are experiencing more hands-on activities that require the utilization of the knowledge and skills acquired during coursework and assessment results indicate that our students are meeting the standards. On the other hand, department members are currently engaged in conversations with how to make the Field Study even more meaningful. With the new approval of our program, the Field Study is now a two semester course, which will allow the students a broader experience. Our program currently requires a six-month immersion into the district based administrative role. We are evaluating the possibility of expanding this to a year-long field experience to ensure that candidates experience an entire year. We are also exploring how to require more time-intensive experiences such as one- or two-week fulltime experiences. The department is concerned about the lack of common projects for all program candidates. Currently, each candidate works with the site supervisor and university supervisor to determine the project. Although each candidate has to provide evidence that he/she is meeting all six standards, the department would like to see more consistency among the projects to assure that all standards are being met.

In addition to our Field Study we have identified other skill based assessments to help us review our candidates' performance. The data derived from the needs assessment activity in EDL 6600 provides evidence of our candidate's ability to extract issues, identify needs and devise strategic plans focused on moving the organization toward improvements. The simulation activities in EDL

6800 and EDL 6870 are newly developed assessments. Review of previous assessments indicated that improvements were needed to better align these assessments with the standards. The assessments have been continually updated since they were implemented in the Fall of 2008.

In terms of changes pedagogically, we believe that providing students with greater immersion into the effective use of various technologies is something each course should strive to accomplish. Feedback from our site supervisors for practicum and our advisory board have both supported this belief. Hands-on experiences working with data, analyzing data, and making quality scientifically research-based decisions based on this data are critical skills that have been added to all classes. We have moved many courses to more of a hybrid approach that allows the student the implementation of technology and provides a wider variety of skills for the new breed of students. Continual incorporation of D2L into course content has been an ongoing process for our faculty. With the successful completion of OCDI training inside our faculty, this will help us deliver our courses more effectively as we expand inside D2L delivery.

Conclusion

Eastern Illinois University has continued to be productive in the area of equipping students for their EDs degree as well as the Superintendency. As mentioned in an earlier section, EIU EDS program has seen a gradual increase since the adoption of the new approved program. The student numbers have seen a 51% increase within the last 4 years. The data continues to reflect the productivity of our program in Central and Southern Illinois. We currently partner with eight Regional Offices of Education to bring the EDS program to their regions. Also, we have developed formal partnerships with two local school districts. Outside of the formal partnerships, we continue to work with multiple PK-12 institutions. Our program continues to be sought out and continues to be one that is producing great results through placement of graduates throughout the region and entire state.

The Ed.S. Program continues to see improvements since the new Illinois State Board of Education required Universities to go through the Superintendent Redesign Project over the last few years. Evaluation of the program is continuing with the anticipation of additional improvements and modifications. The data that has been collected, has indicated the program has provided our students with quality and sustainable degrees of knowledge and skills to be successful as a district level administrator. However, it is the desire of our department to not only provide our candidates with skills to survive but to provide our candidates with the knowledge and skills at a level for them to thrive as a district level administrator. The development, implementation, and review of the data of the seven assessments have been an extremely enriching experience for our faculty. The data indicates that our program completers are highly competent in each of the ELCC standards. However, as this report is being written conversations continue in regards to improving the assessments and the program.