

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

Degree and Program Name: M.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?
<p><b>1.</b> A depth of content knowledge including effective technology skills and ethical behaviors.</p>	<p>The M.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.</p>	<p>Meet or exceed on scoring guide provided</p>	<ul style="list-style-type: none"> <li>➤ Program Assessments: 99% Meets or Exceeds Content;</li> <li>➤ Test 195 (Pass Rate 98.95% State Avg. 97%);</li> <li>➤ Test 196 (Pass rate 93.44% State Average 77%);</li> <li>➤ Faculty members are responsible for providing intervention techniques for students not meeting;</li> <li>➤ 120 MSED graduates (2018-2019);</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chair, graduate coordinator, faculty members;</li> <li>➤ The EDL Department has created a secure website to house all student data;</li> <li>➤ Faculty members are responsible for providing intervention techniques for students not meeting the objective and placing data tables on department website and followed up by advisor;</li> <li>➤ 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;</li> </ul>
<p><b>2.</b> Critical thinking and problem solving skills</p>	<p>The M.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.</p>	<p>Meet or exceed on scoring guide provided</p>	<ul style="list-style-type: none"> <li>➤ 100% Meets or Exceeds;</li> <li>➤ Faculty members are responsible for providing intervention techniques for students not meeting;</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chair, graduate coordinator, faculty members;</li> <li>➤ The department has created a secure website to house all student data;</li> <li>➤ Faculty members are responsible for providing intervention techniques for students not meeting the objective and placing data tables on department website;</li> <li>➤ At the end of every semester, data on all assessments are reviewed;</li> </ul>

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?
<p><b>3.</b> Effective oral and written communication skills</p>	<p>Assessments #3, #4, #5, #6, and #7 all have significant writing expectations which are assessed as outlined on the assessment description and scoring guides. Assessment #4, project #6, requires a formal presentation which requires a PowerPoint presentation. As part of course grades in Assessment #6, EDL 5410, the student presents a legal issue presentation.</p>	<p>Meet or exceed on scoring guide provided</p>	<ul style="list-style-type: none"> <li>➤ 100% Meets or Exceeds</li> <li>➤ Faculty members are responsible for providing intervention techniques for students not meeting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chair, graduate coordinator, faculty members</li> <li>➤ The department has created a secure website to house all student data.</li> <li>➤ 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.</li> </ul>
<p><b>4.</b> Evidence of advanced scholarship through research and/or creative activity.</p>	<p>Assessment #2, Leadership Plan requires an extensive review of literature covering the research on effective Leadership. Assessment #4, Practicum, requires an action research project which requires a 3-year trend analysis of school state testing data, a gap analysis, a review of literature on best practices to eliminate the gaps identified, and the development of an action plan to correct deficiencies. As part of Assessment #6, EDL 5410, Course Grades, studies do a legal review on a selected topic for presentation to the class.</p>	<p>Meet or exceed on scoring guide provided</p>	<ul style="list-style-type: none"> <li>➤ 100% Meets or Exceeds</li> <li>➤ Faculty members are responsible for providing intervention techniques for students not meeting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chair, graduate coordinator, faculty members</li> <li>➤ The department has secure file cabinets to house requested student data. Faculty members are responsible for providing intervention techniques for students not meeting the objective and using research interventions to assist student. At the end of every semester, data on all assessments are reviewed.</li> </ul>

## M. S. Program Assessments

Name of Assessment <sup>1</sup>		Type or Form of Assessment <sup>2</sup>	When the Assessment is Administered <sup>3</sup>
1	[Licensure assessment, or other content-based assessment]	Licensure Exams [195 and 196]	End of the Program
2	[Assessment of content knowledge in educational leadership]	Leadership Plan	EDL 5630 – The Principalship
3	[Assessment of ability to develop supervisory plan for classroom-based instruction]	Need Assessments	EDL 5700 – Teacher Observations EDL 5600 – Mission/Vision Audit EDL 5420 – Public Relations Audit
4	[Assessment of internship/clinical practice]	Practicum Evaluation	EDL 5893 – Practicum in Educational Leadership
5	[Assessment of ability to support student learning and development]	Graduate Survey	End of Program
6	[Content-based assessment – application of content]	Course Grades	EDL 5700 – Supervision of Instruction EDL 5410 – School Law
7	[Assessment of abilities in organizational management and community relations]	Simulations	EDL 5410 – Handbook Review EDL 5410 – Legislative Action Letters

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, 3, 4, 5, 6
1.2 Articulate a School Vision of Learning.	Assessment # 1, 3, 4, 5, 6
1.3 Implement a School Vision of Learning.	Assessment # 1, 3, 4, 5, 6
1.4 Steward a School Vision of Learning.	Assessment # 1, 3, 4, 5, 6
1.5 Promote Community Involvement in School Vision.	Assessment # 1, 3, 4, 5, 6
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, 3, 4, 5, 6
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

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
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 # 1,4, 5, 6,7
3.2 Manage the Operations.	Assessment # 1,4, 5, 6,7
3.3 Manage the Resources.	Assessment # 1,4, 5, 6,7
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, 3, 4, 5, 6
4.2 Respond to Community Interests and Needs.	Assessment # 1, 3, 4, 5, 6
4.3 Mobilize Community Resources.	Assessment # 1, 3, 4, 5, 6
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, 2, 4, 5, 7
6.2 Respond to the Larger Educational Context.	Assessment # 1, 2, 4, 5, 7
6.3 Influence the Larger Educational Context.	Assessment # 1, 2, 4, 5, 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

Assessments and advisory council member communications, and student survey data were used in the development of a new Teacher Leader/ Principal Preparation Program. The Program of Study was approved by the State Board of Education in July of 2012. This program provided the opportunity for students to receive the Teacher Leader Endorsement with completion of the MSED. Students also have the opportunity to take 9 more hours to receive the Principalship Endorsement recognized by ISBE. The EDL Faculty continue to stay up to date on new certification to be principal evaluators, a mandate by the Illinois State Board of Education. The knowledge and skills acquired in this program include identification of levels of principal performance and the principal's impact on teacher evaluation and supervision. Since the program's inception in 2014, the EDL Department has continued to reflect and build on the required components and improve on the items as educational leadership changes and evolves.

The curriculum for the M.S. Ed in Educational Leadership has been established around the Interstate School Leader's Licensure Consortium standards (ISLLC), the Educational Leadership Constituent Council standards (ELCC), and the EIU Graduate School learning standards to ensure the development of well-rounded and equipped leaders.

The department in conjunction with its University and PK-12 partners (teachers, administrators, and Regional Offices of Education) continues to review and tweak the curriculum to make sure that it continues to not only meet standards but is also relevant to the districts its graduates serve. Recently this has included changes to the coursework on teacher evaluation especially as it relates to what graduates need to know and be able to do to be quality evaluators (and meet state requirements for evaluating teachers). Feedback from our graduates and those who employ them provides evidence that the curriculum is preparing exceptional teacher leaders and school administrators.

## 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

Over the past several years, the EIU Educational Leadership Department has overhauled its assessment program as part of the NCATE review process. Extensive time was spent (professional development, faculty meetings, working with State Associations, working with educational leadership faculty in other institutions) to revise our assessment system. The last NCATE full Accreditation was in 2011. Along with this, ELCC standards updates from the latest (ISLLC) Interstate Leaders Licensure Consortium will be incorporated in future reports. Along with NCATE we will be working toward CAEP approval in the upcoming years.

We have updated all our assessments to the new ELCC Standards from the Revised 2011 ISLLC Standards. The EIU EDL Department's current generation of assessments will follow these standards and will represent significant faculty study and discussions on the topic.

With the approval of the *Educational Leadership Policy Standards Board: ISLLC 2011* (Interstate School Leaders Licensure Consortium), the NPBEA (National Policy Board for Educational Administration) approved an ELCC (Educational Leadership Constituent Council) this helped align the overall MSED Program. Two groups, a Technical Advisory Committee and a Steering Committee, facilitated comprehensive research, revisions, and field review of the proposed changes prior to submitting them to NPBEA and NCATE. EIU EDL Faculty have continued to review 2011 ELCC Standards and conduct continued crosswalk with the current course assessments. After continual review, modifications may be made and reported and improvements made.

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. All of our department members work closely with the Illinois Principal Association, Illinois Association of School Administrators and two have served on the Superintendent Redesign Program throughout the state. We also have faculty involved in other continuous improvement processes for programs and organizations, including Charlotte Danielson Improvement Modules and the 360 degree Leadership Inventory. 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 has always embraced the idea of Richard DuFour's Professional Learning Community. We hold ongoing discussions and examine data to determine:

1. *What is it we want all candidates to learn?* This has been guided by the ELCC Standards, feedback from our advisory committee, changes in state and federal laws and requirements, and best practices in the field.
2. *How will we know if they have learned it?* Our seven assessments provide feedback to faculty members about what our students have learned. As part of our discussions, the faculty has collaborated to develop six assessments that are course embedded and provide evidence of candidate competency in the ELCC standards. Some of these were existing assessments that had already been aligned with the standards, other were created and/or revised to strengthen the program's alignment with the standards. One of the biggest challenges was creating rubrics and clarifying and defining expectations for our candidates. The entire process has resulted in many of our faculty using the same type of format for all course assessments.
3. *What do we do when they don't learn?* Intervention and remediation is provided as needed. For example, students not passing the state certification exam are contacted and provided additional support.
4. *What do we do when they do know it?* Many of the program assessments as well as course assessments allow students to go above and beyond the minimum. Faculty members often identify exceptional students for research and creative projects beyond the classroom experience.

Faculty members have added another question – How do we want students to learn? There is 100% agreement that there has to be an application piece to all we teach. Feedback from our alumni and our advisory board indicate that this is a very valuable aspect of our program.

As mentioned above and after much effort on the part of the EDL Faculty, The EDL Advisory Group, the College of Education, and others, the Principal Preparation Program was written during the 2011 and 2012 school term and was approved in July of 2012. Since the program approval, EIU has provided the opportunity for students to receive the Teacher Leader Endorsement with completion of the MSED. Students may further their educational experience by taking 9 more hours that will lead them upon state assessment completion to receive the Principalship Endorsement through ISBE. As the revised courses are delivered assessments will be continuously reviewed and refined to meet the goals, objectives and the targets that were mandated by the State Board of Education. Many of these courses are currently evolving into more technological savvy courses. The use of D2L in our current courses have strengthened the technology skills of instructors as well as students. This incorporation of D2L has allowed us to deliver the courses in a more hybrid model. This is to meet the diverse learners that we currently have in our Department. The EDL Faculty agree this is essential in the world of Educational Administration and Teacher Leadership. With all faculty being recently trained in OCDEI, it opens up the option for other delivery modes moving forward.

We continue to be engaged in significant strategic planning by using the Baldrige Framework of Continuous Improvement. Category 7-Results uses the departments' performance data in all the key areas of student learning, customer focus, workforce, leadership and governance, budgetary, financial and marketing results to show areas of strength, as well as areas that provide opportunities for improvement. Specifically, our student assessment results from various aforementioned assessments are vital as we analyze our successes and plan our future growth strategies. As part of the Strategic Planning, materials from Tom Friedman, John Maxwell, Diane Ravitch, Jon Gordon, Daniel Pink and others were reviewed and considered.

The demand for new teacher leaders and PK-12 school administrators continues to grow and requires innovative programs through P-20 partnerships. In order to meet the demand across our service regions, the department has increased its off-campus M.S. Ed cohorts, offered in conjunction with Regional Offices of Education, from five in 2015 to 10 in 2019. Overall, the program has seen a steady growth in students from 125 students in the fall 2015 to 254 in the fall of 2019 (over a 100% increase). In addition, to increases in enrollment, the program is also seeing the impact its graduates are having on PK-12 schools across the state. A recent study conducted by the department, found that in 2018-2019 EIU EDL graduates held over 540 administrative positions across the state of Illinois with the greatest impact being in rural schools in central and southern Illinois.

## **Specific Assessment Information**

### **1. Content Knowledge**

In the area of content knowledge, three assessments are used – the state PEP certification exam (Assessment #1), course grades for EDL 5700-Supervision of Instruction and EDL 5410-School Law (Assessment #2), and the Leadership Plan (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 department decided to utilize course grades for two courses 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. The Leadership Plan was an assessment piece integrated into EDL 5630—The Principalship. This class is after being admitted in the Tier 2 Day (eligible students must first complete 18 hrs of the MSED study plan) before practicum (internship). For this assessment candidates have to demonstrate knowledge of five standards in terms of what effective principals do and how to implement. Candidates, through course evaluations, have indicated that they find this assessment very valuable in preparing for the state certification exam and preparation for the practicum. The number of students who completed the MS program for 2018-2019 are also added to this report.

School Law is a course we use the final grade for NCATE assessment purposes. The graded activities for this course include a Legal Issue Report and Presentation, Case Briefs, Advocacy Letters, Handbook Analysis, and a comprehensive Final Exam. These assignments require students to research, review, analyze, synthesize, and apply various political, ethical, legal, economic and pedagogical considerations in various school contexts. (5.3, 6.1, 6.2, 6.3). The data we have collected suggested that ethical issues related to 5.3 needed additional coverage in our program, so a new project has been created and implemented that requires students to apply ethical and legal principles to a school-based scenario. This is a substitute for the Handbook Analysis project. This exercise has focused students more closely on the issues and appears to be effective.

Graduate survey feedback has also impacted content in three courses. Results indicated that M.S. graduates did not feel prepared in the area of school finance and special ed law. In response the department has now incorporated into EDL 5600-Introduction to Organization and Administration and EDL 5630-The Principalship, modules to address these areas. EDL 5600 provides an introduction to school finance, and EDL 5630 addresses developing building budgets. The finance activity included in the Practicum has also been expanded to provide more hands-on budget development and monitoring experiences. In EDL 5420—School/Community Relations, an additional module focused on mobilizing community resources has been added. Additional modules have been added to EDL 5410 and EDL 5600 to introduce students to Evidence Based Funding model and the current status of Illinois school funding. This is the result of student feedback. In addition, the Approved Principal Preparation Program includes additional course work to address Special Education, Reading, and Psychology,

### **2. Professional and Pedagogical Knowledge, Skill, and Dispositions**

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 practicum 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. This practicum is a full year experience as required by our program. On the other hand, department members are currently engaged in conversations with how to make the practicum even more meaningful. Our program currently requires a full year practicum. We are also exploring with our partners, how to require more time-intensive experiences such as one- or two-week fulltime experiences.

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. Thus, the incorporation and delivery to include hybrid courses is an ongoing evolution within our department.

## Conclusion

The development, implementation, and review of the data of the seven assessments continue to be an extremely enriching experience for our faculty. The data indicates that our program completers are highly competent in each of the ELCC standards, are “creators of effective education environments,” and meet the graduate four learning goals. Also, their performance on the state licensure exams continue to be above the state average. Conversations continue in regards to improving the assessments and the overall program. One of the conversations revolve around the continual evolving of delivery for the MSED program. Along with this conversation, the faculty continue to focus on the improving and incorporation of data. Technology and the implementation of new concepts is not only challenging but essential as we continue to prepare our program to meet the needs of the future administrators. The Faculty continues to seek the most effective and efficient means to deliver our program and overall management of our data to effectively provide the necessary tools for our students as they become practitioners in the field of Educational Leadership.



**Student Learning Assessment Program**  
**Response to Summary Form**  
**Graduate Program 2020**  
 May 6, 2021

Department: Educational Leadership

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

Reviewer: Dr. Nikki Hillier, Graduate Assessment Coordinator, Graduate School

<b>Category</b>	<b>Comments</b>
<b>Learning Objectives</b>	The objectives for the program align with all the graduate learning goals established by EIU’s Council on Graduate Studies.
<b>How, Where, and When Assessed</b>	Students are assessed using a variety of methods: licensure exam, class assignments, practicum evaluations, and a graduate survey. The assessments are conducted throughout the program.
<b>Expectations</b>	Expectations are included, but the expectations could be clarified. It would be helpful to set an expectation for what percent of students are expected to meet or exceed expectations for each measure. The report indicates that 100% of students met or exceeded expectations for learning objective 2, but one of the measures is the Licensure Exam, which not everyone passed.
<b>Results</b>	The report indicates nearly all students are meeting or exceeding expectations for all learning objectives.
<b>How Results Will be Used</b>	All student data is shared with faculty through a secure website. Faculty identify students who are not meeting expectations and provide intervention. This is a meaningful way to share and use the results. Your faculty take assessment seriously by consistently and conscientiously discussing what you want students to learn, how you know if they have learned it, etc. Results are also used to make improvements to the program.
<b>Recommendations</b>	The program is strong and has really strengthened partnerships with ROEs in order to ensure a powerful experience for the students in the program. Students are able to acquire more time in the field engaging in experiential work, and you have intentions to increase those hours, which is important for student learning. Your program has a variety of methods for assessing student learning goals. The pass rates for your graduates for the two Licensure Exams is better than the State pass rates. This speaks to the strength of your program. For future submissions, it would also be helpful to include expectations for the program overall, in terms of pass rates, scores, evaluations, and job placement in order to evaluate the program. The method of sharing the assessment of student work is innovative, and appears to be helpful in identifying and assisting students who need it. You are using assessment in a meaningful way. You have added assignments, such as the application of ethical principles to a school-based scenario exercise and adding modules on school finance and special education law,

	based on data and feedback from students. It's clear you are responding to the information received from assessment measures.
--	---

The Council on Graduate Studies approved of revised learning goals on December 8, 2020, which included the addition of an Ethical and Professional Responsibility learning goal. Please consult with your graduate faculty members to determine how to incorporate this learning goal into future assessment activities.