Annual Assessment Report
UAS Educational Leadership 2020

PROGRAM OVERVIEW

The UAS Educational Leadership Program is a unique and rigorous one-year cohort program designed to prepare building level administrators. The UAS College of Education's Educational Leadership Program offers a master's in educational leadership for building leaders, which leads to a Type B endorsement. Our program earned National Recognition from the Council for Accreditation of Educator Preparation (CAEP) and is fully accredited.

As a cohort program, the students spend the month of July taking classes all day. As a cohort, this is an opportunity to come together and build a community of learners and scholars. This community building experience also helps carry everyone through the year with fall and spring distance classes and an internship experience at a school site for the fall and spring. The cohort returns to Juneau the following June for a full month to finish the program. Throughout the school year, students work with a mentor, who they meet with on a weekly basis. Ideally, this is the building principal or assistant principal. In some cases, normally in rural areas, area principals, superintendents or district office staff who have solid principal experience may serve as a mentor.

PROGRAM STUDENT LEARNING OUTCOMES (SLOs)

ED 637: Introduction to Educational Leadership

1.0 The Role of Leadership
   Goal: To understand and begin to internalize leadership styles.
   Topics: General Leadership Models, Educational Leadership Models, and Characteristics of effective
      School Leaders
   Outcomes:
   1.1 Learners will analyze their leadership skills using the Leadership Practices Inventory
   1.2 Learner will develop a digital story focused upon their unique leadership values
   1.3 Learners will share a presentation on a preferred leadership model
   1.4 Learners will internalize the key characteristics of effective principals based upon MCREL's Meta
      Analysis of the literature

2.0 The Challenges and Benefits of Change
   Goal: To gain a working understanding of applying change strategies in a learning organization.
   Topics: Kotter's Eight Step Change Model, Force Field Analysis, Culture and Climate, and
      Overcoming Resistance Change
   Outcomes:
   2.1 Learners will practice locating the indicators for the need for change.
   2.2 Learners will use the practice of a force field analysis to identify the driving and restraining forces
      regarding desired change
   2.3 Learners will begin to able to assess the culture and climate of a building
   2.4 Learners will internalize the importance of ownership, collaboration and professional development
      strategies

3.0 School Improvement
   Goal: To learn one model of systemic school improvement.
   Topics: Data Driven Decisions, Formative and Summative Assessment, and Intervention and
      Professional Development Options
   Outcomes:
   3.1 Learners will analyze available from their schools to identify areas of strength and need.
   3.2 Learners will apply targeted interventions with demonstrable evidence of growth detailed.
   3.3 Learners will complete an Alaskan School Improvement Plan template and learn about Alaska
      Steps Towards Educational Progress and Partnership (STEPP).

4.0 Collaborative Leadership Tools
    Goal: To develop a repertoire of skills to build a peak performing school.
    Topics: Key Communicators, Collaborative Budget/Negotiations, and Peer Coaching Plan
    Outcomes:
    4.1 Learners will learn and apply the Key Communicators concept
    4.2 Students will begin to internalize the techniques of collaborative budgeting and negotiations
    4.3 Learners will develop a plan for applying peer coaching within their district's evaluation system.

5.0 Leadership Voices and Professional Reflection
    Goal: To reflect upon how school leaders can inspire excellence from the entire school community.
    Topics: Quotes, Community Communication, Online Reflections – Leadership, and Final Paper
    Outcomes:
    5.1.Learners will reflect on critical leadership questions to inspire school wide excellence
    5.2 Learners will jointly design a template for sharing information and inviting the community into the school
    5.3 Learners will complete a final reflection on what they have learned, how to apply it in their schools and how they have grown as leaders.

ED 627: Educational Research

The primary purpose of this course is to give the prospective education leader instruction and practice in the following areas:
1. Creating research-based funding proposals
2. Develop a research plan to investigate a topic of interest and potential funding.
3. Read and critically evaluate educational research reports in terms of the following components: Statement of the problem or need, Intervention, Research question, Literature being reviewed, Research design/methodology,, Evidence, and Summary

ED 638: Curriculum and Instructional Leadership I

1.0 The Impacts Of Curriculum Development
    Goal: To understand the power of curriculum through the creation of sample units.
    Topics: Curriculum as a roadmap for teaching/learning, the power of interdisciplinary curriculum, and the impacts of curriculum on both the local community and the global society for students.
    Outcomes:
    1.1 Learners will internalize the elements of curriculum development.
    1.2. Learner will demonstrate understanding of the Parallel Curriculum Model.
    1.3 Learners will develop a Parallel Curriculum Model Unit framework that emphasizes concepts and generalizations that is interdisciplinary and based on ascending student intellectual needs.

2.0 The Challenges and Benefits of Building Professional Growth Relationships
    Goal: To gain first-hand experience supervising staff in an environment of trust, continuous growth and mutual respect with student performance at the core of all conversations.
    Topics: 5 Dimensions of Teaching and Learning, Professional Development Plan, and District Teacher Evaluation Process
    Outcomes:
    2.1 Learners will experience using the 5 Dimensions of Teaching and Learning as a Self-Assessment.
    2.2 Learners will utilize a Professional Development plan to enhance continuous improvement as a coaching tool. Additionally, the learner will be able to apply the elements of the PDP to an Improvement Plan.
    2.3 Learners will utilize district-developed tools for the supervision process.
    2.4 Learners will develop a reflective narrative on the process.

PROGRAM SLOs (continued)
ED 638: Curriculum and Instructional Leadership I (continued)

3.0 Professional Development
    Goal: To model leadership in a professional learning community.
    Topics: Collaboration, Adult Learning Theory, and Professional Development Options
    Outcomes:
    3.1 Learners will model collaborative professional growth strategies
    3.2 Learners will use adult learning techniques and to meet colleagues needs.
    3.3 Learners will provide a professional growth opportunity for their team members.

4.0 Time on Task Management
    Goal: To develop an understanding of the many tasks that principals must prioritize and complete**.**
    Topics: Instructional Leadership Tasks and Management Tasks
    Outcomes:
    4.1 Learners will review, study, and discuss effective use-of-time strategies they can implement on the job

5.0 Instruction
    Goal: To internalize classroom practices that are proven to offer greater research-based student performance results based upon learning theory.
    Topics: Social Learning Theory, Critical Pedagogy, Constructivism, and Behaviorism
    Outcomes:
    5.1. Learners will research a Learning Theory of interest and provide two journal critiques.
    5.2 Learners will prepare a PowerPoint on their learning theory research and present to cohort members.

ED 691: FALL Internship

1.0 The Importance of an Active, Authentic Voice
    Goal: To gain increased confidence in one's own positive, active leadership voice.
    Topics: Reflections on daily successes and challenges in schools and Active participation in cohort and school activities

2.0 The Role of Budget Development
    Goal: To demonstrate understanding of how enrollment, and revenue streams impact the expenses of program such as materials, staffing and equipment in the intern's site budget.
    Topics: Impact of Enrollment, Impact Legislative Action, Impact on Staffing, and Impact on Program, Facilities and Community

3.0 School Improvement
    Goal: To demonstrate the importance of continuous improvement and the need for ongoing monitoring of the school improvement plan.
    Topics: Using Data to Drive Instruction, Using both Formative and Summative Assessment, Importance of School Climate and Culture, and Use of Professional Learning Communities and Capacity Building

4.0 Student Safety
    Goal: To develop an awareness of all areas affected by student safety issues.
    Topics: Crisis Management, Communication Issues, and Community Partnerships

6.0 Community Communication
    Goal: To use strategies to employ two-way communication with the school's community.
    Topics: Newsletters and Key Communicators

PROGRAM SLOs (continued)

ED 639: Curriculum and Instructional Leadership II

1.0 The Impacts Of Curriculum Development
  Goal: To understand the power of curriculum through the creation of sample units.
  Topics: Curriculum as a roadmap for teaching/learning, The power of interdisciplinary curriculum, and The impacts of curriculum on both the local community and the global society for students
  Outcomes:
  1.1 Learners will develop a Parallel Curriculum Model Unit that is interdisciplinary and based on ascending student intellectual needs.
  1.2 Learners will work in groups to develop a service learning unit that addresses a real community need and models the importance of civic engagement.

2.0 The Challenges and Benefits of Building Professional Growth Relationships
  Goal: To gain first-hand experience supervising staff in an environment of trust, continuous growth and mutual respect with student performance at the core of all conversations.
  Topics: 5 Dimensions of Teaching and Learning, Professional Development Plan, and District Teacher Evaluation Process
  Outcomes:
  2.1 Learners will experience using the 5 Dimensions of Teaching and Learning as a Self-Assessment.
  2.2 Learners will utilize a Professional Development plan to enhance continuous improvement as a coaching tool. Additionally, the learner will be able to apply the elements of the PDP to an Improvement Plan.
  2.3 Learners will utilize district developed tools for the supervision process.
  2.4 Learners will develop a reflective narrative on the process.

3.0 Assessment
  Goal: To strengthen the use of formative and summative assessment tools to increase the effectiveness of teaching and learning.
  Topics: Performance-Based Assessments, Real Life Products, Criterion Based Assessments, and Normed-Referenced Assessments
  Outcomes:
  3.1 Learners will internalize the key elements of each type of assessments.
  3.2 Learners will apply appropriate assessment strategies to their PCM Units.
  3.3 Learners will research one of the four types of assessments and, both, present their findings to the cohort members and write a reflection on the application of their research.

4.0 Culturally Responsive Education
  Goal: To develop a greater awareness of the impact of culture on how young people learn.
  Topics: Alaska Cultural Standards for Culturally Responsive Schools, Guide to Implementing the Alaska Cultural Standards for Educators, Culture in The Classroom - Indicators and Evidences for Evaluating Culturally Responsive Teaching, and Using the Alaska Cultural Standards for Educators
  Outcomes:
  4.1 Learners will browse the ANKN website. Discuss how you could use these resources to support implementation of the cultural standards in your classrooms and school.
  4.2 Learners will discuss: How do the cultural standards enhance engagement with communities, How will incorporating local knowledge enrich the curriculum, and How will incorporating cultural standards improve student outcomes
  4.3 Learners will Discuss the following with their mentor and address each question: How are the cultural standards addressed in your district evaluation system, Is there evidence that teachers in your school are incorporating the cultural standards into their teaching practice - Give examples, and What support is there in the district for teachers who are integrating the cultural standards

5.0 Instruction
　　Goal: To internalize classroom practices that are proven to offer greater research-based student performance results.
　　Topics: Higher Thinking Models, Critical Thinking Skills, Independent Study, Analytical Thinking Skills, and Creative Thinking Skills
　　Outcomes:
　　5.1 Learners will comprehend and be able to apply research-based teaching/learning strategies.
　　5.2 Learners will apply these teaching, learning and grouping strategies to their PCM Unit

ED 690: Educational Leadership II

1.0 The Impacts of Ethical Issues
　　Goal: To analyze and reflect on ethical issues facing principals.
　　Topics: The impacts of ethics on work, schooling, and the community and While there is rarely one right answer, there are often solutions that cause fewer new challenges
　　Outcomes:
　　1.1 Learners will review and discuss the variety of ethical issues that principals and the educational communities they work in address.
　　1.2 Learners will recognize that ethical issues are rarely simple. Ore often, they are complex and ambiguous.
　　1.3 Not addressing an issue is making a choice.

2.0 The Challenge of Legal Issues
　　Goal: To begin to critically examine the diversity of educational issues that have been addressed by the courts.
　　Topics: Student Issues, Personnel Issues, Program Issues, Finance Issues, Facility Issues, and Contract Issues
　　Outcomes:
　　　　2.1 Learners will present a synthesis of the research one set of issues to the cohort.
　　　　2.2 2.2 Learners will build a learning activity on their area of legal expertise to help other cohort members internalize the salient concepts.
　　　　2.3 2.3 Learners will understand when it is necessary to seek greater expertise on a legal issue.

3.0 Leadership Revisited
　　Goal: To highlight the key elements of educational leadership and change.
　　Topics: Model the Way, Inspire a shared vision, Challenge the Process, Enable others to Act, and Encourage the Heart
　　Outcomes:
　　3.1 Learners will apply Kotter's work to their school site.
　　3.2 Learners will apply Kouzes and Posner to their school site.
　　3.3 Learners will apply Marzano and Fullan to their school site.

ED 698: Master's Portfolio

1.0 The development of a professional portfolio
　　Goal: Each learner will develop a portfolio of leadership artifacts based upon the Educational Leadership Constituent Council (ELCC) Standards (2011) at the Building Level.
　　Topics: Documenting leadership issues - Change Professional, Development School Improvement, and Student Success
　　Outcomes:
　　1.1 Learners will work with a partner to insure the best representation of one's leadership skills based upon artifacts included and amplified in accompanying narrative

HOW DATA IS COLLECTED ON THE PROGRAM SLOs

Rubrics are used to measure whether students have met SLOs in the key assessment areas of Final Portfolio, Peer Coaching, Curriculum Development and Instructional Leadership, Internship, and School Improvement. Descriptions follow.

Assessment 1: Portfolio
To demonstrate that you have the knowledge, skills and dispositions to be an instructional leader (Principal) candidates create a professional portfolio organized so as to demonstrate competence in the ELCC Standards. The portfolio should consist of seven sections. It is composed of an introduction, which profiles the candidate and six sections for each of the leadership standards. Each of the following sections must be addressed and assessed as having been met:

- Introduction
- Vision
- Culture and Teaching/Learning
- Management of the Learning Environment
- Collaboration
- Integrity, Fairness and Ethics
- Advocacy

Candidates provide evidence of their knowledge and ability to apply knowledge to practice by supplying at least two artifacts for each standard (e.g., curriculum unit plans, reflective papers, school improvement plans, professional development plans, coaching plans, budget projects, culturally responsive projects, Power Point presentations, iMovie's, etc.). Provide an abstract for each standard that details how the artifact demonstrates mastery of the standard and its indicators and denotes the relationship between the evidence and the standard.

Assessment 2: Peer Coaching
The Peer Coaching key assessment demonstrates the candidates' instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development within the school. It involves the candidate in a yearlong peer-coaching project, which is similar to a full cycle of clinical supervision. This set of tasks mirrors the observation/supervision/evaluation process for teachers. It places the candidate in the supervisory role of instructional leader. This assessment provides candidates with an opportunity to apply the knowledge taught in ED 638 and ED 639. The focus is on developing a trusting, collaborative, professional growth relationship.

The candidate also learns how to develop a plan of improvement, should it be necessary. The candidate is expected to utilize the district evaluation format, although not expected to file the document. It has been structured so that most candidates are working with tenured, high performing and confidant colleagues. This provides candidates with multiple opportunities to establish trusting relationships that promote professional growth. The target is always focused on improving student achievement. The candidate completes the sample model or the district process. However, it is required to complete a professional development plan that also parallels a plan of improvement. Four classroom observations and five conferences must be completed. This includes a self-assessment conference two pre-conferences and two post conferences. This assessment is evaluated using a rubric that identifies assessment components, describes the desired performance of the intern.

Assessment 3: Curriculum Development and Instructional Leadership
This assessment focuses on curriculum work and instructional leadership. The candidate drafts a modified instructional unit. The purpose is not to specifically use to teach a unit but rather to demonstrate that they have a thorough understanding of the best practices of curriculum, instruction, and assessment. These include the Parallel Curriculum Model, integrated technology, career pathways, interdisciplinary learning, differentiated instruction and place-based learning. The second project involves refining a manual for staff to use for service learning.

HOW DATA IS COLLECTED ON THE PROGRAM SLOs (continued)

Assessment 4: Internship
The University Supervisor in consultation with the mentor completes (The Site Visitation/Internship Summary) Assessment 4. This assessment provides a rating on every key ELCC Standard. The Field-based Internship process is one of the culminating leadership experiences along with the development of the leadership portfolio. It is completed twice, once, mid-program, primarily by the mentor and candidate, and once at the completion of the program with the university supervisor, as well as the mentor. The assessment is tied directly to the leadership standards.

Assessment 5: School Improvement
The purpose of this assessment is to provide the candidate with the opportunity to strengthen and hone their content knowledge and professional leadership skills in the domains of developing, articulating, implementing, and stewarding a shared vision of learning. Every candidate is required to complete three projects related to the School Improvement Plan. During the first summer of the program, candidates complete an entire plan for their site. This includes data-driven decision-making, development of best practice interventions and evaluation plans. Fall semester the aspiring leaders work with their site-based teams to develop a collaborative plan. Spring semester the candidate implements a monitoring plan. The form used by the program is the form used in schools throughout Alaska.

DATA COLLECTED ON PROGRAM SLOs DURING PREVIOUS ACADEMIC YEAR

The following data reflects student achievement (N=19) collected during Summer Semester 2020.

Standard 1: Vision

Components	Does Not Meet	Meets	Exceeds
Stewart a shared vision: ELCC-2011.BL.1.1	0%	26.3%	73.7%
Use data to achieve goals: ELCC-2011.BL.1.2	0%	21.1%	78.9%
Continual and sustainable improvement: ELCC-2011.BL.1.3	0%	36.8%	89.5%
Evaluate and revise shared school plans: ELCC-2011.BL.1.4	0%	26.3%	73.7%

Standard 2: School Culture and Instructional Program

Components	Does Not Meet	Meets	Exceeds
Personalized Learning Environment: ELCC-2011.BL.2.1	0%	21.1%	78.9%
Curricular and instructional program: ELCC-2011.BL.2.2	0%	36.8%	63.2%
Instructional and leadership capacity: ELCC-2011.BL.2.3	0%	42.1%	57.9%
Promote most effective and appropriate technologies: ELCC-2011.BL.2.4	0%	21.1%	78.9%

Standard 3: Management of the School Organization

Components	Does Not Meet	Meets	Exceeds
Monitor and evaluate management systems: ELCC-2011.BL.3.1	0%	42.1%	57.9%
Use of resources: ELCC-2011.BL.3.2	0%	47.4%	52.6%
Welfare and safety of students & staff: ELCC-2011.BL.3.3	0%	26.3%	73.7%
Distributed leadership capacity: ELCC-2011.BL.3.4	0%	42.1%	57.9%
High-quality instruction and student learning: ELCC-2011.BL.3.5	0%	47.4%	52.6%

DATA COLLECTED ON PROGRAM SLOs DURING PREVIOUS ACADEMIC YEAR (continued)

Standard 4: Collaborating with Faculty and Community

Components	Does Not Meet	Meets	Exceeds
Collecting and analyzing shared information for school improvement: ELCC-2011.BL.4.1	0%	31.6%	68.4%
Appreciation and use of diverse cultural, social, and intellectual resources: ELCC-2011.BL.4.2	0%	5.3%	94.7%
Positive relationships with families and caregivers: ELCC-2011.BL.4.3	0%	10.5%	89.5%
Productive relationships with the community: ELCC-2011.BL.4.4	0%	15.8%	84.2%

Standard 5: Promoting Social Justice for Each Student

Components	Does Not Meet	Meets	Exceeds
Integrity, fairness and accountability for every student: ELCC-2011.BL.5.1	0%	0.0%	100.0%
Model principles of enlightened self-awareness: ELCC-2011.BL.5.2	0%	5.3%	94.7%
Safeguard values of democracy, equity, and diversity: ELCC-2011.BL.5.3	0%	5.3%	94.7%
Evaluate the potential moral and legal consequences of decision making: ELCC-2011.BL.5.4	0%	31.6%	68.4%
Promote social justice: ELCC-2011.BL.5.5	0%	10.5%	89.5%

Standard 6: Political, Social, Economic, Legal, and Cultural Context

Components	Does Not Meet	Meets	Exceeds
Advocate for students, families, and caregivers: ELCC-2011.BL.6.1	0%	21.1%	78.9%
Influence local, district, state, and national educational decisions: ELCC-2011.BL.6.2	0%	84.2%	15.8%
Anticipate and assess emerging trends and initiatives: ELCC-2011.BL.6.3	5.3%	26.3%	89.5%

Standard 7: Substantial and Sustained Educational Leadership Internship

Components	Does Not Meet	Meets	Exceeds
Substantial field/clinical internship experience: ELCC-2011.BL.7.1	0%	15.8%	84.2%
Sustained internship experience: ELCC-2011.BL.7.2	0%	15.8%	84.2%

EVALUATION OF THE DATA COLLECTED

Except for 1 student who did not meet expectations on ELCC-2011.BL.6.3 (Anticipate and assess emerging trends and initiatives), all students met or exceeded expectations on the program SLOs. The standard component with the highest number of meets was ELCC-2011.BL.6.2 (Influence local, district, state, and national educational decisions) at 84.2%. The standard component with the highest number of exceeds expectations was ELCC-2011.BL.5.1 (Integrity, fairness and accountability for every student) at 100%.The average of all standard components for does not meet expectations was 0%, the average for meets was 28.1%, and the average for exceeds expectations was 72.7%.

FUTURE PLANS TO IMPROVE STUDENT LEARNING

Our program recently transitioned from the ELCC standards to the National Educational Leadership Preparation (NELP) Standards at the Building Level, as the standards were updated and renamed by the National Policy Board for Educational Administration. As with any transition of this nature, we are examining student learning opportunities to ensure the program is calibrated to the NELP standards so that students can gain the skills and dispositions needed to be effective educational leaders in today's schools. Specifically, we are working to expand our experiences around advocacy and emerging trends.