Annual Assessment Report
UAS Educational Leadership 2022

PROGRAM OVERVIEW

The UAS School of Education's Educational Leadership program is a unique and rigorous one-year cohort program designed to prepare building level administrators. Graduates of the program earn a Master's in Educational Leadership, which leads to an Administrative Certificate issued by the Alaska Department of Education and Early Development. The Educational Leadership program is based on the National Educational Leadership Preparation (NELP) standards at the building level. The program is nationally recognized in the Specialized Professional Associations (SPA) National Recognition Report and was included in the School of Education's Council for Accreditation of Educator Preparation (CAEP) accreditation review.

As a cohort program, the students spend the month of July taking classes all day, which facilitates 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 their school site for each of the fall and spring semesters. The cohort returns to the Juneau campus the following June for a full month to finish the program.

Throughout the school year, students work with a mentor and they meet with on a weekly basis. Ideally, the mentor is the building principal or assistant principal. In some cases, area principals, superintendents, or district office administrators 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.

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: Internship I and II

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

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 or 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 National Educational Leadership Preparation (NELP) Standards 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 NELP standards at the building level. The portfolio should consist of nine sections. It is composed of an introduction, which profiles the candidate, and eight sections with one for each of the NELP Standards at the building level. Each of the following sections must be addressed and assessed as having been met:
- Introduction
- Mission, Vision, and Improvement
- Ethics and Professional Norms
- Equity, Inclusiveness, and Cultural Responsiveness
- Learning and Instruction
- Community and External Leadership
- Operations and Management
- Building Professional Capacity
- Internship

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, PowerPoint presentations, iMovie's, etc.). Additionally, they provide an abstract for each standard that details how the artifact demonstrates mastery of the standard and its indicators, and they denote 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 year-long 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. This assessment 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 and 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 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 in-service learning.

Assessment 4: Internship
The university supervisor in consultation with the mentor completes the Site Visitation/Internship Summary, which is Assessment 4. This assessment provides a rating on every NELP Standard at the building level. 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 included in the process. The assessment is tied directly to the NELP building level 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=13) collected during Summer Semester 2022.

Standard 1: Mission, Vision, and Improvement

Components	Approaching Standard	Meets Standard	Exceeds Standard
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.	0	5	8
1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.	0	3	10

Standard 2: Ethics and Professional Norms

Components	Approaching Standard	Meets Standard	Exceeds Standard
2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.	1	2	10
2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	0	4	9
2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	0	2	11

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Components	Approaching Standard	Meets Standard	Exceeds Standard
3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	0	7	6
3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.	0	4	9

Components	Approaching Standard	Meets Standard	Exceeds Standard
3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.	1	3	9

Standard 4: Learning and Instruction

Components	Approaching Standard	Meets Standard	Exceeds Standard
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.	2	4	7
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.	1	4	8
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.	2	4	7
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.	1	4	8

Standard 5: Community and External Leadership

Components	Approaching Standard	Meets Standard	Exceeds Standard
5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.	1	0	12
5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.	0	2	11

Components	Approaching Standard	Meets Standard	Exceeds Standard
5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.	1	0	12

Standard 6: Operations and Management

Components	Approaching Standard	Meets Standard	Exceeds Standard
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.	3	3	7
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.	0	5	8
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.	0	2	11

Standard 7: Building Professional Capacity

Components	Approaching Standard	Meets Standard	Exceeds Standard
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.	0	8	5
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.	1	4	8
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.	1	5	7

Components	Approaching Standard	Meets Standard	Exceeds Standard
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.	6	4	3

Standard 8: Internship

Components	Approaching Standard	Meets Standard	Exceeds Standard
8.1 Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7.	0	1	12
8.2 Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.	0	2	11

EVALUATION OF THE DATA COLLECTED

According to the candidate data, the strongest area within the Educational Leadership program is Standard 5 Community and External Leadership with an average Exceeds Standards of 89.75% (92.31%, 84.62%, and 92.31% for 5.1, 5.2, and 5.3 respectively). Standard 1 is followed closely by Standard 8 Internship with an average Exceeds Standards of 88.47% (92.31% and 84.62% for 8.1 and 8.2 respectively).

Based on the candidate data, the weakest area within the Educational Leadership program is Standard 7 Building Professional Capacity with an average Approaching Standards of 15.38% (0%, 7.69%, 7.69%, and 46.15% for 7.1, 7.2, 7.3, and 7.4 respectively). Within Standard 7, the component with the highest Approaching Standard is 7.4, which addresses personnel evaluation and establishing systems of support.

FUTURE PLANS TO IMPROVE STUDENT LEARNING

Based on review of previous year's data, we have been working to expand our candidate's leadership skills in the areas of school culture, equity, and cultural responsiveness, which was identified as a program weakness in data from individuals who had completed the program. Two textbooks and a new assignment were added to the coursework to increase student competency in these areas. A review of the most recent data for Standard 3 Equity, Inclusiveness, and Cultural Responsiveness indicates candidate competency in this standard with an average Exceeds Standards of 76.92% (76.92%, 69.23%, and 84.62% for 2.1, 2.2, and 2.3 respectively). This competency is an indication that program improvements have been effective. Faculty will continue to make adjustments to strengthen this area, and a similar strategy will be applied to the competencies associated with Standard 7 Building Professional Capacity.