Program Level Learning Outcomes Assessment[1]
Annual Program Assessment Report Template[2]

Educational Leadership Master's Program – 2024 (FY25)

Annual Program Assessment Reports should be based on program assessment plans; be approximately three to five pages in length; and provide the following[3]:

1. Brief Program Overview *(250 words max.)*

The UAS School of Education's Educational Leadership program is a unique and rigorous one-year cohort program designed to prepare building level administrators (principals). 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 was included in the School of Education's Council for Accreditation of Educator Preparation (CAEP) most recent accreditation review.

As a cohort program, the students spend the month of July taking classes all day (12 credits), 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 (6 credits) and spring (6 credits) synchronous online 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 (12 credits).

Throughout the school year, students work with a mentor whom 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. The 2023-2024 year was the 15th cohort of the Educational Leadership Master's program.

2. Program Level Learning Outcomes (PLOs). *Note whether the PLOs listed in the UAS Course Catalog (CourseLeaf) are correct and written properly (measurable outcomes, not all starting with "students will", etc.). If applicable, list the date corrected in Courseleaf.*

The PLO's currently listed in CourseLeaf identify the National Educational Leadership Preparation (NELP) standards at the building level, which are listed below.

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[1] PLOs describe what we want our students to know or have learned by the time they finish the program
[2] Approved by Faculty Senate September 2023
[3] **Enrollment Data (SCH, retention rates, graduation rates, etc.) do not need to be included in the assessment report.**

NELP Standards at the Building Level

Standard 1: Mission, Vision, and Improvement
Program completers understand and demonstrate the capacity to:
1.1 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.
1.2 Lead improvement processes that include data use, design, implementation, and evaluation.

Standard 2: Ethics and Professional Norms
Program completers understand and demonstrate the capacity to:
2.1 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.
2.2 Evaluate, communicate about, and advocate for ethical and legal decisions.
2.3 Model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness
Program completers understand and demonstrate the capacity to:
3.1 Use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
3.2 Evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
3.3 Evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Standard 4: Learning and Instruction
Program completers understand and demonstrate the capacity to:
4.1 Evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.
4.2 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.
4.3 Evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
4.4 Collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 5: Community and External Leadership
Program completers understand and demonstrate the capacity to:
5.1 Collaboratively engage diverse families in strengthening student learning in and out of school.

NELP Standards at the Building Level (continued)

<u>Standard 5: Community and External Leadership</u> (continued)
5.2   Collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
5.3   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.

<u>Standard 6: Operations and Management</u>
Program completers understand and demonstrate the capacity to:
6.1   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.
6.2   Evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.
6.3   Reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

<u>Standard 7: Building Professional Capacity</u>
Program completers understand and demonstrate the capacity to:
7.1   Collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.
7.2   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.
7.3   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.
7.4   Evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

<u>Standard 8: Internship</u>
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.
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.
8.3   Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.

3. How the data is collected on the PLOs *(rubrics, portfolios, etc.)*

At the end of the program, candidates create a portfolio to demonstrate the knowledge, skills, and dispositions to be an instructional leader at the school level, which is organized to demonstrate competence in the identified NELP standards. The portfolio 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:

1. Introduction
2. Mission, Vision, and Improvement
3. Ethics and Professional Norms
4. Equity, Inclusiveness, and Cultural Responsiveness
5. Learning and Instruction
6. Community and External Leadership
7. Operations and Management
8. Building Professional Capacity
9. Internship

In the portfolio, candidates provide evidence of their knowledge and ability to apply that knowledge to practice by supplying at least two artifacts for each standard (e.g., curriculum unit plans, reflective papers, school improvement plans, coaching plans, budget projects, culturally responsive projects, professional development plans, 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.

4. The data collected on the PLOs during the previous academic year *(assessment period)*

The following data reflects student achievement (n=14) collected during summer semester of 2024.

Standards and Components Key: A=Approaching Standard / M=Meets Standard / E=Exceeds Standard	A	M	E
Standard 1: Mission, Vision, and Improvement			
1.1 Evaluate, develop, and communicate a school mission	0	10	4
1.2 Lead improvement processes	0	10	4
Standard 2: Ethics and Professional Norms			
2.1 Reflect on and model professional dispositions and norms	0	10	4
2.2 Advocate for ethical and legal decisions	0	10	4
2.3 Model ethical behavior in personal conduct and relationships	0	10	4
Standard 3: Equity, Inclusiveness, and Cultural Responsiveness			
3.1 Use data to evaluate and cultivate an inclusive school culture	0	11	3
3.2 Advocate for equitable access to educational resources	0	11	3
3.3 Advocate for culturally responsive instruction and behavior supports	0	11	3
Standard 4: Learning and Instruction			
4.1 Develop and implement high-quality, technology-rich curricula	0	8	6
4.2 Develop and implement equitable academic and non-academic systems	0	8	6

Standards and Components (continued)	A	M	E
Standard 4: Learning and Instruction (continued			
4.3 Develop and implement assessments to support data-informed practices	0	8	6
4.4 Develop and implement coherent curriculum and assessment practices	0	8	6
Standard 5: Community and External Leadership			
5.1 Engage diverse families in support of student learning	0	10	4
5.2 Cultivate relationships with diverse community members	0	10	4
5.3 Communicate within multiple contexts to advocate for school needs	0	10	4
Standard 6: Operations and Management			
6.1 Develop management, school-level governance, and operation systems	0	11	3
6.2 Advocate for a data-informed and equitable resourcing plan	0	11	3
6.3 Implement laws, rights, policies, and regulations	0	10	4
Standard 7: Building Professional Capacity			
7.1 Develop professional capacity by recruiting, selecting, and hiring staff	0	11	3
7.2 Engage staff in a collaborative professional culture	0	11	3
7.3 Engage school staff in professional learning	0	11	3
7.4 Develop and implement systems of supervision, support, and evaluation	0	11	3
Standard 8: Internship			
8.1 Provided a coherent, authentic field internship focused on NELP 1-7	0	1	13
8.2 Provided 10-15 hours per week internship within a school setting	0	1	13

5. An evaluation/analysis of the data collected

All students (100%) earned a Meets or Exceeds on all components assessed. Standard 8 (Internship) had the highest overall rating with 92.86% of the candidates earning an Exceeds for both components assessed. Standard 4 (Learning and Instruction) had the lowest number of candidates score at the Meets level with 57.14% (8 out of 14) of the candidates earning this rating for all four of the components (4.1, 4.2, 4.3, and 4.4). Although this was the lowest number of candidates demonstrating a Meets, all candidates (100%) either Met or Exceeded the criteria.

6. Conclusions and plans for program improvement

The program has a strong focus on instructional leadership and the internship experience, which shows in the portfolio data. Of note is the fact that the FY24 data showed that Standard 6, Operations and Management, had the highest number of candidates score at the Approaching level with 27% (3 out of 11) of the candidates earning this rating for developing systems that support school-level management, governance, and operations (6.1). Additionally, the FY24 data showed that 18% (2 out of 11) of the candidates earned an Approaching rating for their ability to advocate for data-informed and equitable resourcing plans (6.2). Consequently, program improvements were made in FY25 to enhance the focus on school-level operations and management to improve candidate experiences in this area, which is a new area for classroom teachers becoming principals, and the results show success in these efforts.