Assessment of Student Learning Plan (ASLP): Educ Leadership

2016-17 Academic Year

A. College, Department, Date

College   College of Management and Human Service
Department   Educational Leadership
Date   June 14, 2017

B. Contact Person for the Assessment Plan

Name and title Anita Stewart McCafferty, Educational Leadership Chair

C. Degree Program

Name of Degree Program Educational Leadership; Professional Educator

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

a. *Do you have your student learning outcomes published on your department's website?* Yes

    i. *If yes, please indicate the url:* https://usm.maine.edu/educational-leadership/msed-educational-leadership

    ii. *If no, please list 3-5 of the most important student learning outcomes for your program.* **What will students know by the end of your program?**

b. *Please identify* **which of your student learning outcome(s) were assessed this past academic year.** *(One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).*

Interstate School Leaders Licensure Consortium Standards 1, 2, 3, 4, 5, and 6

During this year-long course, students will work toward demonstration of having met the ISLLC Standards:

Standard 1

A school administrator is an educational leader who promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

A. Collaboratively develop and implement a shared vision and mission
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

Standard 2

A school administrator is an educational leader who promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

Standard 3

A school administrator is an educational leader who promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:
A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4

A school administrator is an educational leader who promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:
A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationships with community partners

Standard 5

A school administrator is an educational leader who promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

A. Ensure a system of accountability for every student's academic and social success
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

C. Safeguard the values of democracy, equity, and diversity

D. Consider and evaluate the potential moral and legal consequences of decision-making

E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6

A school administrator is an educational leader who promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

A. Advocate for children, families, and caregivers

B. Act to influence local, district, state, and national decisions affecting student learning

C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

III.   Assessment Plan

There will be six primary projects during the three semesters:

1.   **Internship Journal**

Students will be expected to keep daily/weekly reflective writings of the internship activities covering at least 240 hours of administrative experiences. At least forty of the hours must be at a building level other than their primary site. All journal entries are to be recorded around the six standards.

The journal serves several purposes. One is simply to record the activities of your internship. As you attend meetings, engage in discussions or participate in activities, it provides a way for you to document your experiences and to reflect on them with regard to the ISLLC standards. Another purpose is to provide you with an opportunity to reflect on your observations of principals or to reflect on your activities when serving in a leadership capacity. What have you learned from these experiences? Another

purpose in keeping a journal is to develop a database. This database will assist in writing the summer, mid-term and final assessment. Forms to use for recording entries will be provided (*see* Journal Log).

The instructors will make three field visits/consultations to each internship site and be available to interns and mentors during the course of the internship experience.

2.   **School Board Meeting Review** (See Appendix)

3.   **Community Monograph** (See Appendix)

Each student is expected to develop a statistical and narrative profile of the town and school system (see appendix for specific guidelines) where you will be interning. The town and school district should overlap.

4.   **Finance Project** (See Appendix)

5.   **Leadership Platform**

Each student will be expected to develop a leadership platform consisting of:

a.   A statement of philosophy of education ("What are the major tenets of my educational philosophy?") 1000 words
b.   A statement of leadership philosophy ("What is my concept of an effective educational leader?") An explanation of ways in which the student will actualize her/his concept of educational leadership once in a leadership role ("What will I need to do to be this kind of educational leader?") 1000 words

c.   A "best practices" topics response, in which the student catalogs practices, procedures and concepts that s/he considers the best way to handle several of the management tasks of the Principal. Students are expected to write a response (minimum 500 words) to each of the topics below, utilizing knowledge gained from graduate classes, interviews with administrators, readings from the field and personal experiences. Students may attach documents to support their positions.

1) Special Education
Describe your leadership beliefs and practices regarding the delivery of services to students with special needs in your school setting. Touch on the roles of the building administrator, special education director, special education and regular education teachers in both RTI and Special Education efforts in contributing to successful student learning.

2) Hiring Staff

Describe your philosophy about hiring staff and describe the process you would utilize to hire staff. Describe the procedures and guidelines you would utilize from the beginning of the process to the recommendation of a candidate. Write a memo to your staff describing the procedures and guidelines in which you seek cooperation in order to hire the best possible educators for your staff.

3) Student Discipline

Write a letter to parents describing your general philosophy and accompanying strategies for achieving responsible student behavior. Do not focus on specific rules or on specific consequences. Touch on the roles of students, staff, administration and parents in this process.

4) Mobilizing Community Resources

Write a letter to the Chamber of Commerce describing how you would collaborate with community agencies to support student achievement, solve school problems and achieve school goals.

5) Technology

Describe your plan to use technology to enhance teaching and learning in your setting. Also, describe your plan to utilize social media to communicate with various stakeholder groups.

6) Professional Development Practices

Write a well-conceived, context appropriate professional development plan for staff to submit to your superintendent. Include the process you would utilize to develop and implement this plan.

7) Educational Policy Development

Briefly describe the role of the administrator in influencing educational policy at the local, state, and national levels. Discuss specific venues, groups or associations you might utilize. Write a letter to a legislator in which you advocate action to improve conditions for education in your area (250-500 words).

8) New Staff Orientation/Mentoring Programs

Write a letter to new staff describing your school's orientation and mentoring program. Be sure to discuss delivery models and implementation.

d.   A current resume
e.   Write a letter of application in which you introduce yourself as a candidate for an administrative position.

6. **Leadership Project**

Each student will be expected to consult with his/her mentoring administrator and together identify an educational issue of importance for yourself and your staff in the school/district. The process in which each intern will engage includes:

a.   Identification of the Issue (2-3 pp.)

First, the issue you choose to explore must be important – to you, your mentor and the school/district. In most cases, the project will be the one that has been identified by the school as an issue of educational importance that needs time and attention to be addressed. In most cases, it is a new initiative with several possible options for action. For example, an unusually high number of students in the ninth-grade may be failing one or more subjects. The critical factor in the selection of the issue is that it must be of importance to your mentor and provide you with a valuable learning experience. Please use specific data to document the issues you will address.

b.   Historical Context of the Issue (2-3 pp.)

In this section, you examine what has happened in the past surrounding this issue. Have there been earlier attempts to deal with the issue and what have been the results of such efforts? Are there any current political/cultural concerns that impact the success of this project? What is the school/district commitment to the issue in terms of educational/financial support? How has this recently become an issue that needs attention?

c.   Resource Review (3-5 pp.)

A resource review summarizes, interprets, and evaluates existing "literature" in order to establish current knowledge of your topic. In your situation, it provides an overview of published research on a topic plus any anecdotal information, case studies, or observations. You are probably not the first person to be addressing your issue and you can learn from others successes/challenges. You can examine the topic regionally as well as nationally. You are also encouraged to network with practitioners and classmates for their craft knowledge and suggestions about the issues that you are addressing.

d.   Formulation of a strategy and plan to address the issue (3-5 pp.)

After you have completed your resource review and examined possible courses of action, it is time to select the strategy (or strategies). Given what you know about options available, what strategies do you think have the best chances of success given the historical context of your district and political/cultural forces in play?

Describe that strategy and implementation and evaluation plans. What specific actions will need to occur? In what sequence? Who will be responsible for the successful completion of each step? By when will it be completed?

> e. Examination of what you have learned (2-3 pp.)

A primary objective of the leadership project is to provide you with an opportunity to learn from the experience of leading a change initiative. It does not really matter if the project succeeds for you to be successful. It is more important to understand what you learned, so you can apply that knowledge to future situations. Reflect on what went well, what you would do differently, issues that would need to be addressed if you were to replicate the process and what you learned about yourself as a leader.

Students will present their final projects at the Annual Leadership Symposium in the spring.

ISLLC Assessment Summary

_____ Candidate's Name

_____ Candidate's Internship Site

Reflections on student internship performance by Mentoring Administrator:

_____

                                                    (Name, printed)

Reflections on student internship performance by USM Internship Supervisor:

    _____
(Name, printed)

The University faculty member and internship field mentor verify that the candidate

has demonstrated satisfactory proficiencies on the National Policy Board for Educational Administration ISLLC Standards to qualify for appropriate Certification in the State of Maine.

_____Internship Field Mentor Signature

_____ USM Faculty Signature

_____ Date

Summer Assessment

Write a 3-5 page summary of your summer internship experiences. Include activities, meetings, internship hours logged, lessons learned, reflections, and questions. What standards have you focused much of your work this past semester? What standards are you going to focus on next semester?

Mid-term Assessment

Write a reflective paper (3-5 pages) in which you assess:

1. The insights into administration that you have gained to date. Surprises? Impressions? Concerns?

2. What standards have you focused much of your work on this past semester?

3. What standards are you going to focus on next semester?

Final Assessment

Write a paper (3-5 pages) in which you reflect on:

1. Experiences and accomplishments that document learning relative to each ISLLC Standard.

2. Your priorities for further learning or professional experience relative to each ISLLC standard.

This Final Assessment is due at the April 5ᵗʰ class. You will also present an oral summary of this self-assessment at the spring field conference with your internship advisor and USM professor. At this conference, your advisor and professor will join in reflecting on your learning and experiences in the Internship.

    c. *Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses?* The Educational Leadership program is being revised to meet new Professional Standards for Educational Leaders.

        i. *If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.* NO

Step 2: Assessment Methods Selected and Implemented

    d. *Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.*

        Reflective journals, leadership project, self assessments, written position papers on leadership practices, final written and oral ISLLC assessment, presentation and summative meeting with field mentor and university faculty - see above for more detailed description in the Assessment Plan

    e. *Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).*

        ISLLC Standards are assessed in each course; course assessments are aligned to course outcomes which are aligned to ISLLC Standards. During the year-long internship, students are assessed formatively throughout the year with summer, fall, and spring assessments and a culminating exit presentation/interview with their documentation of meeting each of the Standards.

Step 3: Using the Assessment results to Improve Student Learning

     a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*
Educational Leadership faculty members annually review the assessment results during a summer retreat and present program results to the Educational Leadership Advisory Committee. The Advisory Committee is made up of superintendents, curricula leaders, principals, Department of Education officials, and directors of professional associations in Maine.

     b. *What specific changes have been or will be made to improve student learning, as a result of using the program assessment results?*

We have revised the internship program to meet the new Professional Standards for Educational Leaders.

     c. *Date of most recent program review/self-study?*

In April 2017, we completed a review of the year-long internship and plan on completing a program review during 2017-18.

E..Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level… (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

We are reviewing all program course blueprints and syllabi to meet the new Professional Standards for Educational Leaders. As such, we are revising assessment projects and protocols based on new course outcomes. We have completed the assessment alignment to the PSEL for our year-long internship. For specific examples of assessment projects, please see Step 1 above.

F. Community Engagement Activities in your departmental curriculum:

a. Does your department have a student learning outcome that is related to any community engagement activities?   If so, please state the outcome.

PSEL Standard 7: Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

PSEL Standard 8: Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

b. Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

Community Engagement Activity	*Required/Optional*	
Student Research (related to a community-based problem)	**R**	O
Student-Faculty Community Research Project	R	O
Internship, or a Field Experience	**R**	O
Independent Study (community-related project)	R	O
Capstone Course (community-related project)	**R**	O
Service-Learning (course-based)	R	O
Study Abroad, or an International Program	R	O
Interdisciplinary Collaborative Project (community related)	R	O
Student Leadership Activities (related to a team project)	**R**	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	R	O
Other Activities (not mentioned above):		

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

EDU 685, 686, 687, 688