

# Assessment of Student Learning Plan (ASLP): Educational Leadership Program

2018-19 Academic Year

University of Southern Maine

## A. College, Department, Date

*College* College of Management and Human Service  
*Department* Educational Leadership  
*Date* June 3, 2019

## B. Contact Person for the Assessment Plan

*Name and title* Anita Stewart McCafferty, Department Chair

## C. Degree Program

*Name of Degree Program* Educational Leadership; Professional Educator/Teacher Leadership

## D. Assessment of Student Learning: Program Assessment

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

a. Are your student learning outcomes published on your department's website?  
**Yes/No**

i. If yes, please provide the url: <https://usm.maine.edu/educational-leadership/degrees>

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.**

### **Educational Leadership:**

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

Professional Standards for Educational Leaders (PSEL) 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

During the year-long/3-semester internship course which serves as the culmination of students' experiences in the Educational Leadership program, students are assessed on the ISLLC and PSEL Standards and must demonstrate evidence of proficiency on each of the standards.

**Standards:**

**Correlation between ISLLC (2008) and PSEL (2015) Standards**

ISLLC Standards (2008)	Professional Standards for Educational Leaders (2015)
1. Vision	1. Mission, Vision, and Core Values 10. School Improvement
2. School Culture and Instructional Program	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students 6. Professional Capacity of School Personnel 7. Professional Community for Teachers
3. Operations, Management, and Resources	5. Community of Care and Support for Students 6. Professional Capacity of School Personnel 9. Operations and Management
4. Collaboration With Faculty and Community	8. Meaningful Engagement of Families and Community
5. Ethics	2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness
6. Political, Social, Legal, Cultural Context	3. Equity and Cultural Responsiveness 8. Meaningful Engagement of Families and Community

## **Interstate School Leaders Licensure Consortium Standards (ISLLC, 2008):**

### **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

**Professional Standards for Educational Leaders (PSEL, 2015):****Standard 1. Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

*Effective leaders:*

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

**Standard 2. Ethics and Professional Norms**

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

*Effective leaders:*

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

### **Standard 3. Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

#### *Effective leaders:*

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

### **Standard 4. Curriculum, Instruction, and Assessment**

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

#### *Effective leaders:*

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.

- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

### **Standard 5. Community of Care and Support for Students**

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

#### *Effective leaders:*

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community.

### **Standard 6. Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

#### *Effective leaders:*

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

### **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.

#### *Effective leaders:*

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

### **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.

#### *Effective leaders:*

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

### **Standard 9. Operations and Management**

Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

#### *Effective leaders:*

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k). Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

### **Standard 10. School Improvement**

Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.

*Effective leaders:*

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

**Professional Educator:**

The Professional Educator program assesses the InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

**InTASC Standards, 2008**

**Learner Development & Learning Differences**

Standard #1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high

standards.

### **Learning Environments**

Standard #3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### **Content Knowledge**

Standard #4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

### **Application of Content**

Standard #5: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Assessment**

Standard #6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

### **Planning for Instruction**

Standard #7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#### **Instructional Strategies**

Standard #8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **Professional Learning and Ethical Practice**

Standard #9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### **Leadership and Collaboration**

Standard #10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school

professionals, and community members to ensure learner growth, and to advance the profession.

c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? **Yes/No**

i. If yes, do you have this map published on your website? Please provide the url or attach a copy of the curriculum map.

**Educational Leadership:**

ISLLC Standards (2008)	Professional Standards for Educational Leaders (2015)	Course(s)	Assessments
1. Vision	1. Mission, Vision, and Core Values 10. School Improvement	EDU 600 EDU 670 EDU 671 EDU 685/ 686 /687 /688	School/District Data Analysis Profile (600)  School Change Initiative Project (671)  <a href="#">Community Monograph</a> (EDU 685/ 686 /687 /688)  <a href="#">Internship Journal</a>  <a href="#">Internship Log</a>
2. School Culture and Instructional Program	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students 6. Professional Capacity of School Personnel 7. Professional Community for Teachers	EDU 603 EDU 604 EDU 615 EDU 617 EDU 679 EDU 685/ 686 /687 /688	Applied Instructional Project (603)  Applied Curriculum Project (604, 615)  Observation and Evaluation Write-Ups (EDU 679)  <a href="#">School/District</a>

			<a href="#">Leadership Projects</a> (EDU 685/ 686 /687 /688)  <a href="#">Internship Journal</a>  <a href="#">Internship Log</a>
3. Operations, Management, and Resources	5. Community of Care and Support for Students 6. Professional Capacity of School Personnel 9. Operations and Management	EDU 677  EDU 685/ 686 /687 /688	Applied School Finance Report (677)  <a href="#">Applied District Finance Project</a> (EDU 685/ 686 /687 /688)  <a href="#">Internship Journal</a>  <a href="#">Internship Log</a>
4. Collaboration With Faculty and Community	8. Meaningful Engagement of Families and Community	EDU 685/ 686 /687 /688	<a href="#">Community Monograph</a> (internship)  <a href="#">School Board Meetings Analysis</a> (EDU 685/ 686 /687 /688)  <a href="#">Internship Journal</a>  <a href="#">Internship Log</a>
5. Ethics	2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness	EDU 659  EDU 678	Legal Briefs (678)  Case Law Studies (659, 678)  <a href="#">Internship Journal</a>  <a href="#">Internship Log</a>

6. Political, Social, Legal, Cultural Context	3. Equity and Cultural Responsiveness 8. Meaningful Engagement of Families and Community	EDU 659 EDU 677 EDU 678 EDU 685/ 686 /687 /688	Leadership and Educational Philosophy Platforms (EDU 685/ 686 /687 /688) <a href="#">Internship Journal</a> <a href="#">Internship Log</a>
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**Major EDL program assignments/assessments linked to ISLLC/PSEL Standards:**

[ISLCC/PSEL Assessment Summary \(field mentor and university mentor\)](#) - completed in late Spring (end of yearlong internship) prior to graduation

[Internship Journal](#) - ongoing during yearlong internship with official progress checks at the end of the summer, fall, and spring internship semesters

[Internship Log](#) -ongoing during yearlong internship with official progress checks at the end of the summer, fall, and spring internship semesters

[Focused Interview/Discussion Questions](#) - ongoing during yearlong internship - two per internship semester

**ISLLC Rubrics for EDL:**

[Internship Self Assessment and Goal Setting](#) - administered at the beginning, middle, and end of the yearlong internship program

ISLLC Self-Assessment Tool

**Professional Educator/Teacher Leadership**

InTASC Standards with [Rubrics](#)

[InTASC Self Assessment/Goal Setting Next Steps Rubrics](#)

Standards	Courses	Tasks/Assessments
<b>Learner and Learning</b>		
1. Learner development	EDU 603 EDU 604	Learner profiles Curriculum development project

2. Learning differences	EDU 603	Applied teaching and assessment project
3. Learning environments	EDU 603	Applied teaching and assessment project
<b>Content Knowledge</b>		
4. Content knowledge	EDU 603 EDU 679	Applied teaching and assessment project Mini-observations and written paper
5. Application of content	EDU 603 EDU 679	Applied teaching and assessment project Mini-observations and written paper
<b>Instructional Practice</b>		
6. Assessment	EDU 600 EDU 603 EDU 605	Analysis and evaluation of primary research Primary research review
7. Planning for instruction	EDU 603 EDU 604 EDU 605	Applied classroom project Applied curriculum analysis and revision project Applied Classroom Assessment Project
8. Instructional strategies	EDU 603 EDU 604 EDU 605 EDU 679	Applied classroom project Applied curriculum analysis and revision project Applied Classroom Assessment Project Mini-observations and written paper
<b>Professional Responsibility</b>		
9. Professional learning and ethical practice	EDU 667	IRB Guidelines Project
10. Leadership and collaboration	EDU 604 EDU 667 EDU 671	Applied curriculum analysis and revision project  School Change Initiative Project

**Step 2: Assessment Methods Selected and Implemented**

- a. ***Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the***

**degree.** (NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)

Reflective journals, leadership project, self assessments, written position papers on leadership practices, final written and oral ISLLC/PSEL assessment, presentation and summative meeting with field mentor and university faculty - see above for more detailed description in the Assessment Plan. Educational Leadership has worked to hyperlink each assessment task in the table above corresponding to the ISLLC/PSEL standard(s) assessed. Professional Educator/Teacher Leadership uses the Capstone Course action research project as a pivotal assessment of learning outcomes. Additionally, written analysis papers, mini-observations, and applied projects are used.

- b. *Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.*

<p><u>Example:</u> Outcome 1 was measured during the fall semester -- all majors completed a problem-solving case study during the ___ course. Case studies were graded on a rubric by two faculty members.</p> <p><u>Example:</u> Outcome 2 was measured during the spring semester -- all majors in the capstone course completed a research project. Research projects will be reviewed and graded by a group of faculty.</p>
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ISLLC and PSEL Standards are assessed in each course; course assessments are aligned to course outcomes which are aligned to ISLLC/PSEL 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 (for example, annual discussion 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. *Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)*

The academic year 2017-18, in Educational Leadership we revised our yearlong internship to include the PSEL Standards as well as the ISLLC Standards in order to ensure that our students could be successfully licensed in states other than Maine. As a result of continued review of our assessment results and student experiences, we are adding self-assessment and goal setting tools three times during the yearlong internship directly aligned to our program outcomes/standards. We also created a new rubric tool for the culminating assessment which includes an hour + presentation by each candidate to both their field and university mentors.

Professional Educator began administering self-assessment/goal setting tools aligned to the InTASC Standards during the 2018-19 academic year. Those tools have been created and piloted.

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

In April 2018, we completed a review of the year-long internship and are in the midst of a program review/self study for Educational Leadership and Professional Educator.

- E. **Other Assessment Activities:** *Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).*

We have been revising our Course Blueprints, syllabi, and assessment/learning plans for each of the courses in our new Teacher Leadership with a Concentration in Curriculum, Instruction, and Assessment degree (which will launch in the Fall 2019). For that degree, we are in the process of creating a program curriculum map, documenting the program level outcomes and how each of the 10 courses align to the program outcomes. We also are in the process of creating curriculum maps for each of the 10 courses, showing the course level outcomes, their connections to the program outcomes, and then the module-level outcomes and their alignment of the course level outcomes.

**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.*

**Educational Leadership:**

**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.

**Professional Educator:**

**INTASC Standard 10: Leadership and Collaboration**

Standard #10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*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.*

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	<b>R</b>	O
Student-Faculty Community Research Project	R	O
Internship, or a Field Experience	<b>R</b>	O
Independent Study (community-related project)	R	<b>O</b>
Capstone Course (community-related project)	<b>R</b>	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)	<b>R</b>	O
Students/Faculty Community Leadership (e.g., advisory boards, committees, conference presentations)	R	O
Other activities (please list):	R	O

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

*Entry-level courses: \_\_\_\_\_ Mid-level courses: \_\_\_\_\_ Upper-level courses: \_\_\_\_\_*

**Educational Leadership:**

EDU 671 (entry-level course)

EDU 600 (entry or mid-level course)

EDU 685, 686, 687, 688 (upper-level courses)

**Professional Educator:**

EDU 600 (entry or mid-level course)

EDU 643/667/699 (upper-level courses)