



## Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

### Overview Information:

College CMHS

Department Educational Leadership and Adult and Higher Education

Degree Program Educational Leadership

Contact Person for the Assessment Plan: Anita Stewart McCafferty

Current Date: 6/13/20

List the date of the most recent academic program review/self-study: 2014

### Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan?  Yes  No

If **YES**, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: \_\_\_\_\_ . Then, complete **Step 3** of this ASLP form (see **pages 4-5**) to describe how the assessment results were used for program improvement purposes.

If **NO**, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

\*(Please see assessment website for an example/template of a 3-year assessment plan)

### Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

Educational Leadership shares the mission of SEHD: We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development.

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

USM Mission Statement: Committed to the public good, the University of Southern Maine (USM) honors the dreams of our students through academic excellence and exceptional learning experiences in and out of the classroom.

We carry out this mission via our four pillars of academic excellence: Future forward curriculum Integration of learning and work Commitment to service and citizenship Focus on mentoring relationships

In meeting our mission for educational leaders, we incorporate each of the four pillars into our programs: our curriculum is future forwarded by including programming with an eye both the current and future concerns of schools and their leaders; our students engage consistently in applied projects throughout their courses trying to bridge the gap between the theoretical and the practical (work world); our program incorporates a year-long internship where our graduate students are both providing a service to their schools/organizations and receiving mentoring from practicing educational leaders. Our program is the only one in Maine with a year-long (9-credit) internship for our educational leaders; as such, we work diligently on developing and maintaining an extensive network of mentoring educational leaders.

## **Diversity, Equity, and Inclusion**

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

Our SEHD Values (which include diversity and equity) are included with specific relevant expectations in each of our course blueprints and syllabi. In addition, our Professional Standards for Educational Leaders (2015) include a standard on Equity and Cultural Responsiveness (PSEL standard 3). Our program outcomes are based around these ten PSEL standards, and each of our courses are aligned to the standards and assess the standards. Standard 3 (Equity and Cultural Responsiveness) is assessed through extended written responses, curriculum samples, personal communication, and artifacts in EDU 603, 604, 615, 617, 670, 677, and our year-long internships (685, 686, 687, and 688).

### **Standard 3. Equity and Cultural Responsiveness (PSEL, 2015)**

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.

## **Assessment of Student Learning: Program Assessment Steps**

### **Step 1: Program-level Student Learning Outcomes (SLO's)**

- a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:  
<https://usm.maine.edu/educational-leadership/msed-educational-leadership>  
<https://online.usm.maine.edu/programs/msed-educational-leadership.aspx>
- b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

If your program's curriculum assessment map is **not** published, please complete the template (on page 6 of this document), and include it with your ASLP, or attach your own version.

- c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

### **Standards of Practice:**

[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 PSEL Standards and must demonstrate evidence of proficiency on each of the standards.

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

<a href="#">ISLLC Standards (2008)</a>	<a href="#">Professional Standards for Educational Leaders (2015)</a>
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
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**Educational Leadership Courses, Alignment to PSEL Standards, & Current Syllabi:**

<b>Course:</b>	<b>Alignment to PSEL Standards &amp; Indicators</b>	<b>Syllabus/Blueprint Links</b>
EDU 600 Research Methods	PSEL Standards & Indicators: 4, 9, & 10	<a href="#">EDU 600 Syllabus</a> EDU 600 Blueprint
EDU 603 Analysis of Teaching & Assessment	<a href="#">PSEL Standards &amp; Indicators: 3, 4 &amp; 5</a>	<a href="#">EDU 603 Syllabus</a> EDU 603 Blueprint
EDU 604 Curriculum Development	PSEL Standards & Indicators: 3, 4, 5, & 10	<a href="#">EDU 604 Syllabus</a> EDU 604 Blueprint
EDU 615 Middle Level Curriculum Development	PSEL Standards & Indicators: 3, 4, 5, & 10	<a href="#">EDU 615 Syllabus</a> EDU 615 Blueprint
EDU 617 Teaching at the Middle Level	PSEL Standards & Indicators: 1, 2, 3, 4, 5, & 10	<a href="#">EDU 617 Syllabus</a> EDU 617 Blueprint
EDU 659 Special Education Law for School Leaders	PSEL Standards & Indicators: 2, 5, 8, & 9	<a href="#">EDU 659 Syllabus</a> EDU 659 Blueprint
EDU 670 Introduction to Educational Leadership	PSEL Standards & Indicators: 1, 2, 3, 5, 6, 7, 8 & 10	<a href="#">EDU 670 Syllabus</a> EDU 670 Blueprint
EDU 671 Organizational Behavior	<a href="#">PSEL Standards &amp; Indicators: 1, 2, 6 &amp; 8</a>	<a href="#">EDU 671 Syllabus</a> EDU 671 Blueprint
EDU 677 Seminar	PSEL Standards & Indicators: 2, 3, 5, 6, 7, 8, & 9	<a href="#">EDU 677 Syllabus</a> EDU 677 Blueprint
EDU 678 School Law	PSEL Standards & Indicators: 2 & 9	<a href="#">EDU 678 Syllabus</a> EDU 678 Blueprint
EDU 679 Supervision and Evaluation of Teachers	PSEL Standards: 2, 4, 5, 6, & 7	<a href="#">EDU 679 Syllabus</a> EDU 679 Blueprint
EDU 683 School Finance	PSEL Standards: 9 & 10	EDU 683 Syllabus EDU 683 Blueprint
EDU 685 Internship in	PSEL Standards: 1-10	<a href="#">EDU 685 Syllabus</a>

Building Administration (3 semesters, 9 credits)		EDU 685 Blueprint
EDU 686 Internship in Special Education Director (3 semesters, 9 credits)	PSEL Standards: 1-10	<a href="#">EDU 686 Syllabus</a> EDU 686 Blueprint
EDU 687 Internship in Superintendency (2 semesters, 6 credits)	PSEL Standards: 1-10	<a href="#">EDU 687 Syllabus</a> EDU 687 Blueprint
EDU 688 Internship in Curriculum Coordinator (3 semesters, 9 credits)	PSEL Standards: 1-10	<a href="#">EDU 688 Syllabus</a> EDU 688 Blueprint

**Step 2: Assessment Methods Selected and Implemented /Summary of Results**

- a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.**  
Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity.

<b><u>Check Assessment Methods Used this Academic Year</u></b>	<b><u>When Implemented</u></b>		
<input type="checkbox"/> Artistic Exhibition/Types of Performance	Fall	Spring	Summer
<input checked="" type="checkbox"/> Class assignments/Exams/Papers (completed in course)	Fall	Spring	Summer
<input checked="" type="checkbox"/> Capstone Project (written project, non-thesis paper)	Fall	Spring	Summer
<input type="checkbox"/> Comprehensive or licensure exam (created by external org)	Fall	Spring	Summer
<input type="checkbox"/> Exit Exam (created by department or program)	Fall	Spring	Summer
<input checked="" type="checkbox"/> Exit Interview (individual or indiv self-reports of outcomes)	Fall	Spring	Summer
<input type="checkbox"/> Employer meetings/discussions on student outcomes	Fall	Spring	Summer
<input type="checkbox"/> Focus Groups (self-reports of outcome attainment)	Fall	Spring	Summer
<input checked="" type="checkbox"/> Internship/Fieldwork (evaluations of performance)	Fall	Spring	Summer
<input type="checkbox"/> Oral Performance/conference presentation	Fall	Spring	Summer
<input checked="" type="checkbox"/> Portfolio of student work	Fall	Spring	Summer
<input checked="" type="checkbox"/> Reflection Essays (self-report of outcome achievement)	Fall	Spring	Summer
<input type="checkbox"/> Research Papers (used for course & program assessment)	Fall	Spring	Summer
<input type="checkbox"/> Supervisor/Employer Evaluation (performance outside of class)	Fall	Spring	Summer
<input type="checkbox"/> Student Survey information (student self-reports on outcomes)	Fall	Spring	Summer
<input type="checkbox"/> Thesis/Dissertation (used for course & program assessment)	Fall	Spring	Summer
<input type="checkbox"/> Other: please explain			

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- b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).

Please see the matrix at the end of this document outlining the course, PSEL and ISLLC alignment, and the assessments for each.

- c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

100% of our graduating Educational Leadership students completing the year-long internship satisfactorily met the ten Professional Standards for Educational Leaders (2015) and were recommended for certification. The final assessment combines a written narrative (with portfolio artifact analysis) by the graduate student of their learnings and next steps around each of the PSEL standards and an oral presentation/interview of their evidence to their mentoring administrator and their USM faculty. At the end of that process, both the mentoring administrator and internship faculty member provide a written summary of commendations and recommendations.

- d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

Based on the final outcomes of the program, we have met expectations but made notes of way to strengthen both the formative and summative assessment tools and processes leading up to the final program assessment. We have created additional self-assessment tools around the standards, more explicit calibration procedures, and additional opportunities for students to collect evidence along the way.

### **Step 3: Using the Assessment results to Improve Student Learning**

- a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

Program instructors/faculty  
 Faculty committee  
 Ad hoc faculty group  
 Dept Chair/Program Director/Dean  
 Faculty advisor  
 Students (assistants, interns)  
 Other: please explain

- b. How did they evaluate, analyze, or interpret those results? (check all that apply)

Used a rubric or scoring guide(s) for an assignment, paper, etc.  
 Scored exams/tests/quizzes  
 Used professional judgments (no rubric or scoring guide)  
 Compiled or reviewed survey results  
 Reviewed qualitative methods (interviews, focus groups, open-ended responses)  
 External organization scored/analyzed data (licensure, comp exams)  
 Other: please explain

- c. Indicate how the program will use (or has used) the results (check all that apply):

Assessment procedure change (student outcomes, curriculum map, rubric, evidence collected, sampling procedure, communications with faculty, etc.)  
 Course changes (course content, courses offered, new course, pre-requisites, course requirements, etc.)  
 Course pedagogy changes (teaching)  
 Personnel or resource allocation changes  
 Program policy changes (admission requirements, student probation policies, course feedback forms, etc.)  
 Student's out-of-course experiences (co-curricular requirements, program website, program handbook, student workshops, etc.)  
 Student Advising experiences (advisor-advisee relationship, communication of changes or expectations, etc.)  
 Results indicated no action needed, students met expectations  
 Other: please explain



d. Briefly explain each of the program changes/improvements indicated above.

We plan to use our assessment results to bring curriculum changes to the SEHD curriculum committee, as we have been revising our curriculum maps and our assessment evidence for each of the courses.

e. Indicate when the program improvements (noted above) will be implemented or if you already made program changes (e.g., during the summer months, beginning of the fall semester, etc.).

We have been making course/program changes during the summer and will continue to make curricular changes during the Fall 2020.

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

**Please see the matrix of courses, PSEL standard alignments, and assessments by course inserted at the end of this document.**

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 the matrix below for more detailed description. Educational Leadership has worked to hyperlink each assessment task in the table below corresponding to the ISLLC/PSEL standard(s) assessed. Additionally, written analysis papers, mini-observations, and applied projects are used.

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.

Two years ago, Educational Leadership 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.

**No assessment activities:** If your program did not engage in any assessment activities this past academic year, please explain, and please indicate what assistance you need.

***Reminder: Please complete and submit this form by May 31, 2020.***

**Educational Leadership Alignment of Standards to Courses and Assessments:**

<b>ISLLC Standards (2008)</b>	<b>Professional Standards for Educational Leaders (2015)</b>	<b>Course(s)</b>	<b>Assessments</b>
1. Vision	1. Mission, Vision, and Core Values 10. School Improvement	<a href="#">EDU 600</a> <a href="#">EDU 604</a> <a href="#">EDU 615</a> <a href="#">EDU 670</a> <a href="#">EDU 671</a> <a href="#">EDU 685/ 686 /687 /688</a>	Classroom/School/District Data Analysis Profile (600) <a href="#">Entry Plan</a> (670) <a href="#">Policy Brief</a> (670) <a href="#">Curriculum Improvements and Change</a> (604) <a href="#">Report on Mission, Vision, Core Values</a> (670) <a href="#">Shared Purpose and Trusting Climates</a> (671) <a href="#">The Maine School Project</a> (671) <a href="#">Community Monograph</a> (EDU 685/686 /687 /688) <a href="#">Internship Journal</a> <a href="#">Internship Log</a>

<p>2. School Culture and Instructional Program</p>	<p>4. Curriculum, Instruction, and Assessment  5. Community of Care and Support for Students  6. Professional Capacity of School Personnel  7. Professional Community for Teachers</p>	<p><a href="#">EDU 603</a>  <a href="#">EDU 604</a>  <a href="#">EDU 615</a>  <a href="#">EDU 617</a>  <a href="#">EDU 659</a>  <a href="#">EDU 671</a>  <a href="#">EDU 679</a>  <a href="#">EDU 685/ 686 /687 /688</a></p>	<p><a href="#">Identification Process &amp; RTI Readiness Analysis</a> (659)  <a href="#">UBD Unit Plan</a> (604, 615)  <a href="#">Authentic Learning Unit Plan</a> (604, 615)  <a href="#">Project-Based and Service Learnin Unit Plans</a> (604, 615)  <a href="#">The Maine School Project</a> (671)  Observation and Evaluation Write-Ups (EDU 679)  <a href="#">School/District Leadership Projects</a> (EDU 685/ 686 /687 /688)  <a href="#">Internship Journal</a> (EDU 685/ 686 /687 /688)  <a href="#">Internship Log</a> (EDU 685/ 686 /687 /688)</p>
<p>3. Operations, Management, and Resources</p>	<p>5. Community of Care and Support for Students  6. Professional Capacity of School Personnel  9. Operations and Management</p>	<p><a href="#">EDU 671</a>  <a href="#">EDU 677</a>  <a href="#">EDU 685/ 686 /687 /688</a>  <a href="#">EDU 670</a></p>	<p>Applied School Finance Report (677)  <a href="#">Policy Brief</a> (670)  <a href="#">Special Education Policy Review</a> (659)  <a href="#">Applied District</a></p>

		<a href="#">EDU 659</a>	<a href="#">Finance Project</a> (EDU 685/ 686 /687 /688)  <a href="#">Internship Journal</a> (EDU 685/ 686 /687 /688)  <a href="#">Internship Log</a> (EDU 685/ 686 /687 /688)
4. Collaboration With Faculty and Community	8. Meaningful Engagement of Families and Community	<a href="#">EDU 670</a>  <a href="#">EDU 671</a>  <a href="#">EDU 685/ 686 /687 /688</a>	<a href="#">Case Analysis</a> (670)  <a href="#">The Maine School Project</a> (671)  <a href="#">Community Monograph</a> (internship)  <a href="#">School Board Meetings Analysis</a> (EDU 685/ 686 /687 /688)  <a href="#">Internship Journal</a> (EDU 685/ 686 /687 /688)  <a href="#">Internship Log</a> (EDU 685/ 686 /687 /688)
5. Ethics	2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness	<a href="#">EDU 659</a>  <a href="#">EDU 670</a>  <a href="#">EDU 671</a>  <a href="#">EDU 678</a>	<a href="#">Racial Equity and Culturally-Responsive Teaching</a> (603)  <a href="#">Policy Brief</a> (670)  <a href="#">Case Analysis</a> (670)  <a href="#">The Maine School Project</a> (671)  Legal Briefs (678)

			<a href="#">Case Study Review</a> (659)  <a href="#">Maine Case Analysis</a> (659)  <a href="#">Special Education Policy Review</a> (659)  <a href="#">Internship Journal</a> (EDU 685/ 686 /687 /688)  <a href="#">Internship Log</a> (EDU 685/ 686 /687 /688)
6. Political, Social, Legal, Cultural Context	3. Equity and Cultural Responsiveness 8. Meaningful Engagement of Families and Community	<a href="#">EDU 659</a>  <a href="#">EDU 670</a>  <a href="#">EDU 671</a>  <a href="#">EDU 677</a>  <a href="#">EDU 678</a>  <a href="#">EDU 685/ 686 /687 /688</a>	<a href="#">Entry Plan</a> (670)  <a href="#">The Maine School Project</a> (671)  <a href="#">Leadership and Educational Philosophy Platforms</a> (EDU 685/ 686 /687 /688)  <a href="#">Community Monograph</a> (EDU 685/ 686 /687 /688)  <a href="#">Internship Journal</a> (EDU 685/ 686 /687 /688)  <a href="#">Internship Log</a> (EDU 685/ 686 /687 /688)

**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

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

Internship Focus PSEL Standards & Learning Experiences: Self Assessment and Planning Tool / Learning Experiences and/or Trainings/Education Related to Professional Standards for Educational Leaders (PSEL, 2015)