Ed Leadership M.Ed. (503)

Educational Leadership (010) (Part of 503)

Division: Gallaspy College of Education and Human

Development Department: School of Education

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Gallaspy College of Education and Human Development Mission. The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

School of Education Mission. The School of Education offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

AC 2021 – 2022 Assessment

Educational Leadership Program Mission Statement. The Educational Leadership program develops and supports building effective leaders for schools who can improve the lives of every K-12 student. The program cultivates and enhances dynamic, high-performing leadership for the renewal and improvement of schools. The program is designed to help those in leadership roles to provide effective leadership for teaching-learning.

Methodology: The assessment process for this program includes:
1. Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.
2. Data from assessment tools are collected and returned to the program coordinator.
3. The program coordinator analyzes the data to determine whether students have met measurable outcomes.
4. Results from the assessments are discussed with the program faculty.
5. Annually, program faculty and stakeholders (current students, recent graduates, and completers) review data to make data driven, curricular decisions.
6. The program coordinator, in consultation with program faculty, propose needed changes to measurable outcomes, assessment tools for the next assessment period, and the curricula and overall program.

Student Learning Outcomes:

SLO 1. Knowledge Base. Graduate students will develop an understanding of critical concepts, principles, content domains, applications, and overarching themes in educational leadership. This outcome aligns CAEP Standard 1, Content and Pedagogical Knowledge (CAEP 2021).

Course Map:

EDL 5200	Introduction to Standards Based School Administration
EDL 5300	Supervision for Evaluation and School Improvement
EDL 5400	The Principalship
EDL 5500	Financial Resources for Public Schools
EDL 5600	Human Resources for Professional Development
EDL 5700	Ethics and School Law
EDL 5800	School Community Relations
EDL 6200	Internship in School Administration
EDCI 5020	Curriculum Development for School Improvement
EDCI 5030	Instructional Improvement and Assessment
EDUC 5010	Educational Research and Evaluation
EDUC 5850	Action Research for School Improvement

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge. (SPA #1, ETS School Leadership Series)	Students demonstrate content knowledge with a qualifying score of 151 on the School Leaders Licensure Assessment (Test Code 6990). School Leaders Licensure Assessment (SLLA).

Measure 1.1.

Prior to enrollment in EDL 6200, Internship in School Administration, students must pass the SLLA. Passage of the SLLA is required for licensure, Educational Leader Level 1, by the Louisiana State Department of Education. This exam is produced by Educational Testing Services (ETS) and reflects the most current research on professional judgment and experience of educators across the country. Historically, it was based on both job analysis studies and a set of standards for school leaders identified by the Interstate School Leaders Licensure Consortium (ISLLC). ETS has transitioned from the ISLLC standards to the National Educational Leadership Preparation (NELP) standards and the Professional Standards for Educational Leaders (PSEL) for current and future iterations of the SLLA exam. The benchmark performance is at least 90% of first-time test takers will earn a qualifying, passing score of 151 – the minimum qualifying score requirement for Louisiana or above.

Finding. Target was met.

Assessment Year	Number of students	Percentage meeting target
AC 2021-2022	13 out of 13	100%
AC 2020-2021	22 out of 25	88%

- This data includes students in both programs: 503 (MEd – 10 students), and 010 (add-on – 3 students).

Analysis. In AC 2020 – 2021 the target was not met. 88% (22/25) of the students achieved the minimum qualifying score of 151 as a first-time test taker. AC 2021 – 2022 represents what may be a return to post pandemic type assessment cycle. COVID-19 impacted the Assessment Cycle for AC 2020-2021. The COVID-19 pandemic forced Northwestern State University to reevaluate how to execute its mission. Through deliberate planning, Educational Leadership program faculty modified courses and resources to enhance learning while protecting the health and safety of students, faculty, and staff. Assignments, specifically field experience assignments, and assessments were modified to maximize the principles of equitable evaluation and to assure to highest quality experiences for our students. Because of tireless efforts and cooperation of faculty, students, and school partners, we continue to strive to provide extraordinary academic and high-quality experiential learning opportunities for all students despite these trying times.

As a result of not meeting SLO 1 in AC 2020-2021, faculty implemented changes to increase program integrity in AC 2021-2022. A new coordinator began to facilitate changes in the fall 2021. These changes were implemented to improve the student's ability to demonstrate content knowledge with passage, achievement of the qualifying score of 151 on the School Leaders Licensure Assessment (SLLA), thereby continuing to process of the cycle of improvement. Further, changes being implemented had a direct impact on the candidate's ability to apply discipline-specific content knowledge in professional practice.

Decision, action, or recommendation.
In AC 2021 – 2022, the target 100% (13/13) of students earned the qualifying score on the initial attempt on the SLLA exam in 2021 – 2022.

Based on the information gathered from an analysis of the AC 2021 – 2022 data, program faculty will implement the following changes in AC 2022-2023 to drive the cycle of continuous improvement. Faculty will incorporate field experience assignments to build on practical leadership applications and an understanding of school policies. Course syllabi will be revised to align with state and national standards as well as the standards set forth by the accrediting body, CAEP. Faculty will also work to embed course content to prepare students for the assessment required for licensure, the SLLA exam.

SLO 2.
Course Map:

EDUC 5010	Educational Research and Evaluation
EDUC 5850	Action Research for School Improvement

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice.	Students engage in inquiry through conducting action research, analyzing and evaluating data, and drawing conclusions from their practice.

Measure 2.1.
Students enrolled in EDUC 5010 and EDUC 5850 complete an action research project focused on Educational Leadership, which includes the following: introduction; review of the related literature; methodology; results; summary, conclusions, and recommendations; and an oral presentation/defense. The action research project is conducted in the students' schools/districts in which they are employed. The research project is evaluated using a rubric collaboratively developed by EDL faculty and based on academic standards indicative of graduate level work. Each student is assigned a major professor and committee members who review students' written work and oral

presentation/defense in order to ensure and maintain high quality in regard to the assessment rubric and final student product. The benchmark performance is that at least 90% of students will meet or exceed standards with their action research project.

Finding. Target was met.
100% (12/12) of students successfully completed the action research project. These students were in the MEd (503) program as students seeking the add-on only (010) do not participate in this research component.

Analysis. In AC 2020-2021 the target was met. Implementing collaboration sessions regarding the assessment to identify, describe, and analyze student performance strengths and weaknesses for improvement. The goal of this analysis was to specifically identify knowledge, skills, and dispositions that were strengths, weaknesses, and areas for program improvement both at the topic and subtopics levels to better articulate expectations and project design. Based on this analysis, faculty incorporated teaching and learning strategies that improved graduate student performance in specific areas. Specifically, in 2020-2021 faculty provided exemplars (strong and weak) of research projects completed at NSU and other universities to establish criteria that served to ensure an even higher quality finished product. Additionally, during the advising process, faculty guided students to explore meaningful and relevant research topics from the perspective of a school leader that are focused on leadership behaviors and school improvement. The changes implemented had a direct impact on the student's ability to apply discipline-specific content knowledge in professional practice.

Decision, action, or recommendation.
In AC 2021 – 2022, the target was met. 100 % of students successfully completed and presented an action research project.

Base on the information gathered from an analysis of the AC 2021 – 2022 data, program faculty will continue to work with students on selecting topics related to leadership and school improvement. Faculty will implement the following changes in AC 2022-2023 to drive the continuous improvement cycle.

In AC 2022-2023, faculty will implement the use of a needs assessment to assist students in selecting relevant action research topics to address problems at the school and/or district level. In addition, course instructors will incorporate strategies to address student weaknesses in the adherence to the 7th edition of APA. APA content/emphasis in the course, along with additional emphasis on following presentation assignment guidelines will be incorporated into EDUC 5850. Faculty will augment course content with the addition of a video conference and session with university librarians via WebEx on using APA. Revisions to the course and assessment rubrics will be designed to provide systematic formative and wholistic feedback. Faculty will continue to facilitate

feedback conferences and collaborative sessions regarding assessment to identify, describe, and analyze content specific student performance strengths and weaknesses for improvement.

These changes will improve student's ability to engage in inquiry-based research through a comprehensive literature review, data collection, evaluation, and analysis to draw conclusions from practice thereby continuing to push the cycle of improvement.

SLO 3
Course Map:

EDL 5400	The Principalship
EDL 6200	Internship in School Administration

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics. (Dispositional Evaluation)	Students use foundational knowledge of the field and professional ethical principles and practice standards to inform education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities.

Measure 3.1.
SLO 3 was measured through a portfolio defense in EDL 6200. The assessment was evaluated using the portfolio defense and the benchmark performance was that 90% or more students would successfully defend their portfolio.

Finding. Target was met.
100% (16 of 16) of the students in AY 2021-2022 successfully presented and defended a portfolio. This data consists of 13 MEd (503) students and 3 add-on certification(010) students.

Analysis. In AC 2020 – 2021, 100% of candidates met the target of 90%, successfully defending their internship portfolio aligned with the NELP and PSEL standards. AC 2021 – 2022 represents what may be a return to post pandemic type assessment cycle. COVID-19 impacted the Assessment Cycle for AC 2020-2021. The COVID-19 pandemic forced Northwestern State University to reevaluate how to execute its mission. Through deliberate planning, Educational Leadership program faculty modified internship activities and resources to enhance learning while protecting the health and safety of students, faculty, and staff. With the objective of supporting future students and increasing the quality of student work, EDL faculty ensured the incorporation of

NELP and PSEL standards in all classes. Faculty analyzed the current rubric used in this course to ensure that it also reflects the NELP and PSEL standards.

Based on information gathered from analysis of the AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. A new program coordinator was appointed, and it was decided that the changes implemented in AC2020-2021 would continue in AC2021-2022 in addition to changes and updates to all courses. Faculty will also continue to create and facilitated collaboration sessions regarding this assessment to identify, describe, and analyze content-specific student performance strengths and weaknesses for improvement. The goal of this analysis was to specifically identify knowledge, skills, and dispositions that were strengths, weaknesses, and areas for program improvement both at the topic and subtopics levels to better articulate expectations and focus instructional design. Based on this analysis, faculty incorporated teaching and learning strategies that improved graduate student performance in content-specific areas. Specifically, in 2021-2022 faculty implemented changes accompanying the transition from the ISLLC to full implementation of NELP and PSEL standards and introduce the standards associated with the dispositional evaluation to students taking the early course, EDL 5400, and the capstone course, EDL 6200. In AC 2021-2022, faculty will work with the new coordinator to update courses. Additionally, faculty will incorporate teaching and learning strategies to improve graduate student performance in content-specific areas.

Decision, action, or recommendation.
In AC 2021 – 2022, the target was met. 100% (16/16) of students successfully completed and presented an internship portfolio.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In order to address recommendations from the accrediting body, CAEP, program faculty will revise course syllabi to reflect state and national standards. Faculty will also continue to fully implement NELP and PSEL standards associated with dispositional evaluation to students taking the early course, EDL 5400, and the capstone course, ELD 6200. In AC 2022-2023, faculty will update the early course, EDL 5400, to incorporate practical, site-based field experiences and a principal/leadership action plan project will be incorporated as a signature assessment in the course. Faculty will design a rubric to assess the action plan which will be implemented during the capstone course, EDL 6200.

These changes will improve the student's ability to engage in critical analysis and solution development for a problem of practice based on a needs assessment which will further align courses in the program; thereby, continuing to enhance the cycle of continuous improvement.

SLO 4 Course Map:

EDCI 5030	Instructional Improvement and Assessment

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline	Students complete a data analysis project, "state of the school" to analyze school strengths and weaknesses for instructional and school improvement.

Measure 4.1.

Students enrolled in EDCI 5030, Instructional Improvement and Assessment, are required to complete a data analysis study of instructional best practices and school performance using school assessment data. This project requires the candidate to review the school's improvement plan and analyze accountability data to identify strengths and areas needing improvement within the school, triangulate data, and draw associations between the results of teacher observations, the school improvement plan, and the accountability data. Candidates then make recommendations based on their knowledge of best practices. This action-based research project is conducted in the students' schools/districts in which they are employed. It was decided that this action-based research project would be evaluated using a rubric collaboratively developed by EDL faculty and based on academic standards indicative of graduate level work. The benchmark performance is that at least 90% of students will meet or exceed standards with their project.

Finding. Target was not met.

The data set is incomplete.

Analysis.

In 2020-2021, faculty created and facilitated collaboration sessions regarding this assessment to identify, describe, and analyze content-specific student performance strengths and weaknesses for improvement. The goal of this analysis was to specifically identify knowledge, skills, and dispositions that were strengths, weaknesses, and areas for program improvement both at the topic and subtopics levels to better articulate expectations and focus instructional design. Based on this analysis, faculty incorporated teaching and learning strategies that improved graduate student performance in content-specific areas. Specifically, in AC 2020-2021, EDL faculty ensured the alignment of the observation instrument used in the study of best practice instructional strategies in a selected core area of education with NELP and PSEL standards and adjusted the instrument as appropriate, ensuring candidates planned for and explained elements best practice instructional strategies and walk-through observations were based.

Despite these changes, in AC 2020-21, the target was not met as the assessment was not implemented with fidelity across sections, therefore making the data set incomplete. In the section that implemented the assessment correctly, 100% (7 of 7) students completed the assessment successfully. However, the data set was incomplete as the same assessment was not implemented in all sections or each semester that the courses were offered.

It cannot be determined if past changes had a direct impact on all of the student's ability to complete a study of best teaching practices in a selected core area of practice. However, those in the data set who completed the assessment were overwhelmingly successful, which was due to the implemented changes.

Decision, action, or recommendation.
In AC 2020-2021, the target was not met as the data set was incomplete.   In AC 2021 – 2022, the target was not met. 88.88% (8 of 9) of students successfully completed and presented data analysis project. Again, in AC 2021-2022, the assessment was not implemented each semester that the courses were offered.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. EDCI 5030 will be offered during the summer session and the data analysis project will be assessed to collect data.

SLO 5
Course Map:

EDL 5300	Supervision for Evaluation and School Improvement

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5, Student Learning Impact)	Students complete a school-based intervention project in which they collect, analyze, and interpret data.

Measure 5.1.
Students enrolled in EDL 5300, Supervision for Evaluation and School Improvement, are required to complete a school-based intervention project that demonstrates ability in collection, analysis, interpretation, and use of data. The project must be based on an actual school need identified as a result of data analysis and approved by the school principal. The project is to be a program designed by the candidate that is intended to address the identified need. Since the project will be unique to the school setting, the candidate must define "program" in terms of the project created. Ideally, the program

would integrate students, staff, families, and the community; however, candidates must allow the data to determine the direction taken. Candidates, in consultation with the school principal or designee, must determine what sources of data will contribute to the project's topic. Candidates are expected to use existing data to ensure that the project topic is selected objectively and not based on, for example, a questionnaire the candidate creates and distributes comprised of questions of interest to the candidate.

This could result in a skewed project topic selection. A group of faculty and former students who are currently practicing school leaders collaborated to create the assessment to align with Louisiana Compass and State Standards' expectations. The assessment requires candidates to plan for, create, administer, and analyze data based on observations. Candidates then reflect on and make instructional leadership decisions based on their analyses. The assessment is aligned to NELP and PSEL standards. This action-based research project would be evaluated using a rubric collaboratively developed by EDL faculty and based on academic standards indicative of graduate level work. The benchmark performance is that at least 90% of students will meet or exceed standards with their project.

Finding. Target not met.
Incomplete data set.

Analysis. In 2020-2021, faculty created and facilitated collaboration sessions regarding this assessment to identify, describe, and analyze content-specific student performance strengths and weaknesses for improvement. The goal of this analysis was to specifically identify knowledge, skills, and dispositions that were strengths, weaknesses, and areas for program improvement both at the topic and subtopics levels to better articulate expectations and focus instructional design. Based on this analysis, faculty incorporated teaching and learning strategies that improved graduate student performance in content-specific areas.

Regardless of these changes, in AC 2020-21, the target was not met. While 7 of 7 (100%) students in the spring section met or exceeded expectations, only 7 of 12 (58%) of the students met or exceeded expectations. Overall, 74% (14/19) of students met or exceeded expectations on this key assessment. Therefore, the target was not met. These changes had a direct impact on some of the student's ability to complete a school-based intervention project in which they collect, analyze, and interpret data, while others were not successful. Three students were seeking the add-on certification (010) while all others were enrolled in the MEd (503) program.

In 2021-2022, the target was not met. Due to personnel changes, the assessment was not implemented with fidelity in each semester. While 8 of 8 (100%) of students in the fall section met or exceed expectations on one component of the assessment, the identified need section of the assessment was not included. In the spring section, the target was not met. 8 of 9 (88.88%) of students in the spring section completed all

components of the project. Because the entire project was not completed in both, the fall and spring sections, the data set is incomplete.

Decision, action, or recommendation.

In AC 2021-2022, the target was not met. The data set was incomplete. In the fall and spring sections, students did not complete all components of the assessment with fidelity. Based on information gathered from the analysis of the limited data available in AC 2021-2022, faculty will implement the following changes in AC 2022-2023 to drive the cycle of continuous improvement.

In AC 2022-2023, faculty will communicate the instructions and expectations for the assessment implementing all components of the assessment with fidelity. WebEx sessions or a video will be used to explain all components of the assessment. Key instructions will be posted in the course shell. A timeline/calendar will be posted in the course shell to establish checkpoints/due dates for each associated task so that the course instructor is aware if students are experiencing challenges with specific assignments/components of the assessment.

These changes will improve the student's ability to complete a school-based intervention project in which they collect, analyze, and interpret data to provide feedback and/or instructional coaching; thereby, fostering the cycle of continuous improvement.

Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results. The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2021-2022. These changes are based on the knowledge gained through the analysis of the AC 2020-2021 results.

- SLO 1 – Based on the analysis of the data, faculty built upon the students' learning experience in 2021-2022 by examining, revising, and adjusting course assignments and materials to ensure they reflect learning associated with the NELP, PSEL, and Louisiana standards for principals. Course work was examined and modified to reflect the new standards and recommendations for alignment with CAEP Advanced Standards. Topics/content that lend themselves to being taught and learned by utilizing constructed response formative and summative assessment items were also identified. Where appropriate, more of these items were added to the curriculum to prepare students for the licensure exam.

- SLO 2 – Based on the analysis of the data, faculty built upon the students' learning experience in 2021-2022 by providing students more current exemplars (strong and weaker) of research projects completed at NSU and at other universities and guidance on 7th edition APA. This was used to establish, among faculty and students, criteria that serve to ensure an even higher quality finished product. Additionally, during the advising process, faculty guided students to explore

meaningful and relevant research topics from the perspective of a school leader that are focused on leadership behaviors. Students were encouraged to conduct a school level and/or district level needs analysis to determine a problem of practice research topic.

- SLO 3 – Based on the analysis of the data, faculty built upon the students' experience in 2021-2022 by implementing changes to fully incorporate the NELP, PSEL, and Louisiana standards for principals, along with introducing the standards associated with the dispositional evaluation to students enrolled in early courses, EDL 5400, and the capstone course, EDL 6200. This was also in addition to incorporating those standards into all EDL courses.

- SLO 4 – Faculty ensured the alignment of the observation instrument used in the study of best teaching and assessment practices in multiple core areas of education with NELP and PSEL standards and adjusted the instrument as appropriate, ensuring candidates plan for and explain elements of lessons and classroom level assessments on which in-service teacher evaluations were based.

- SLO 5 – Faculty ensured the alignment of assessments used in the school-based intervention project with NELP and PSEL standards and adjust the instrument as appropriate, ensuring candidates plan for, create, administer, and analyze student learning through lesson observations and reflect on and make instructional leadership decisions based on their analyses.

Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2021-202s and will take steps to continue to improve student learning in AC 2022-2023:

- SLO 1: Based on information gathered from analysis of the AC 2021-2022 data, program faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty will attempt to continue to implement previous years' changes with increased fidelity and integrity. Additionally, program changes based on recommendations and plans of action developed in accordance with the interim accreditation visit will be developed. 50% of the program's courses will be revised to include new course syllabi and signature assignments to reflect an alignment to the NELP, PSEL and Louisiana State standards. SLLA information will be included in introductory courses, EDL 5200, and EDL 5400.

- SLO 2: Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023to drive the cycle of improvement. In AC 2021-2022, a new coordinator of the programs was assigned. Courses will continue to be revamped in 2022-2023 including the final paper course and revisions to field experience assignments. Additional feedback (formative and wholistic) along with grading will be entered systematically. Additionally, faculty create and facilitated collaboration sessions regarding assessments to identify,

describe, and analyze content-specific student performance strengths and weaknesses for improvement. WebEx sessions will be incorporated to enhance student's research skills and videos will be included in the course shell to assist students in understanding key research skills and to build confidence in the use of 7th edition APA.

- SLO 3: Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023to drive the cycle of improvement. In AC 2022-2023, faculty will continue to update courses. Faculty will develop a new signature assignment and assessment to pilot in EDL 5400. Program faculty will collaborate to design, pilot, and assess activities in EDL 6200 to enhance the development of dispositions for leadership.

- SLO 4: Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, program faculty will meet about key assessments and plan to implement the key assessments with fidelity. Program faculty will explore opportunities to engage students in practical activities to strengthen leadership skills and dispositions.

- SLO 5: Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty will communicate the directions/instructions and expectations for signature assignments and follow up with students who do not turn in work promptly. Checkpoints for the key assessment will be established so that instructors are aware if students are struggling with the assignments Likewise, a video explanation of assignments will be included in the course shell if possible.

- During the 2022-2023 assessment cycle, EDL faculty will increase collaboration planning and implementation sessions to specifically identify knowledge, skills, and dispositions that are strengths, weaknesses, and areas for program improvement. Faculty will improve upon, create, and implement content and assessments based on NELP, PSEL, and Louisiana standards and based on a continuous cycle of program evaluation.