AC 2022 – 2023 Assessment

Ed Leadership M.Ed. (503) - Annual Report

Division: Gallaspy College of Education and Human

Development Department: School of Education

Prepared by: Dr. Keicia Hawkins	**Date: June 24, 2023**
Approved by: Dr. Kimberly McAlister	**Date: June 28, 2023**

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.

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.

AC 2022 – 2023 Assessment

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 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 RA1, Content and Pedagogical Knowledge, specifically Standard RA.1.1, Candidate Knowledge, Skills, and Professional Dispositions (CAEP 2022).

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. (Licensure Assessment: ETS School Leadership Series)	Students demonstrate content knowledge with a qualifying score of 151 on the School Leaders Licensure Assessment (Test Code 6990).

AC 2022 – 2023 Assessment

	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) and Professional School for Educational Leaders (PSEL) standards 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. AC 2022 – 2023 the target was **met**.
Analysis. In AC 2021 – 2022, the target **was met**.

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 made the following changes to drive the cycle of continuous improvement. Faculty incorporated field experience assignments to build on practical leadership applications and an understanding of school policies. Course syllabi were revised to align with state and national standards as well as the standards set forth by the accrediting body, CAEP. Faculty embedded additional practical field/clinical assignments into course content to prepare students for the assessment required for licensure, the SLLA exam.

As a result of these changes, in AC 2022 – 2023 the target was **met**. These changes had a direct impact on the student's ability to achieve the minimum qualifying score of 151 on the SLLA exam.

Decision, action, or recommendation.

In AC 2022 – 2023, the target was **met**.

15/15 – 100% of students earned the qualifying score on the initial attempt on the SLLA exam in 2022 – 2023.

AC 2022 – 2023 Assessment

Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. Candidate average scores on the SLLA are lowest in three categories: organizational leadership, community engagement leadership, and analysis constructed response. Additional clinical experiences and resources including constructed response scenarios will be added to courses to support students in the areas of organizational structure, organizational leadership, and critical thinking and writing. Program changes based on recommendations and plans of action developed in accordance with the interim accreditation visit will continue to be developed in preparation for the future accreditation visit. 50% of the program's courses will be revised to include new course syllabi and signature assessments to reflect an alignment to the NELP, PSEL, and Louisiana Standards for Principals. SLLA information will be incorporated into the introductory courses, EDL 5200, and EDL 5400. Revisions will be made to several courses in the EDL program including EDL 5500, EDL 5700, EDL 5800, and EDL 6200 in AC 2023 – 2024.

These changes will improve the student's ability to think critically and analyze leadership structures and strategies within organizations; thereby continuing to push the cycle of improvement forward.

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 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.

AC 2022 – 2023 Assessment

Finding. AC 2022 – 2023 the target was met
Analysis. In AC 2021 – 2022, the target **was met**.

100 % (12/12) of students successfully completed and presented an action research project.

Based on the analysis of the AC 2021 – 2022 data, program faculty collaborated with students on selecting topics related to leadership and school improvement. Students submitted topics to faculty for approval prior to beginning the initial phase of the research project. The faculty provided exemplars (strong and weak) of projects completed at NSU and other institutions to establish criteria that served as examples to ensure a higher quality finished product. In addition, a focus on adhering to the 7th edition of APA was implemented in each course to assist students in developing final presentations and projects to engage students in inquiry-based action research through the establishment of a clear problem statement, rationale, conceptual/theoretical framework, comprehensive review of related literature, data collection, evaluation, and analysis from which to draw conclusions to impact practice. Rubrics were provided for student review to ensure students understood the expectations for the project.

As a result of these changes, in AC 2022 – 2023 the target was **met**. These changes had a direct impact on the student's ability to select topics related to leadership and school improvement; however, students lacked a clear understanding of the use of 7th edition APA for formatting and developing final presentations and projects.

Decision, action, or recommendation.

In AC 2022 – 2023, the target was **met**. **91.66 % (11/12)** of students successfully completed and presented an action research project. 1 student did not complete the project due to issues with IRB approval.

Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. Although 91.66% (11/12) students successfully completed and presented an action research project, upon close examination of the scores on the assessment rubric, **66.67 % (7/12)** students submitted projects that met or exceeded the standards.

Faculty will revise EDUC 5850 in AC 2023-2024. 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. WebEx sessions will be incorporated to enhance students' 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. Revisions to the course and assessment rubrics will be designed to provide systematic formative and wholistic feedback, grading will be entered systematically. Faculty will create and facilitate collaboration sessions regarding assessments to identify, describe, and analyze content-specific student performance strengths and weaknesses to improve the quality of the final paper submitted.

These changes will improve the student's ability to produce high quality final papers and presentations based on a topic aligned to educational leadership and adheres to 7th edition APA standards; thereby continuing to push the cycle of improvement forward.

SLO 3
Course Map:

EDL 5200	Introduction to Standards Based School Administration
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. AC 2022 – 2023, the target was met.
Analysis. 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 made the following changes in AC 2022-2023 to drive the cycle of improvement. To address recommendations from the accrediting body, CAEP, the program faculty revised course syllabi to reflect state and national standards. Faculty implemented NELP and PSEL standards associated with dispositional evaluation to students taking the introductory course, EDL 5200, and the capstone course, ELD 6200. In AC 2022-2023, faculty updated 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.

As a result of these changes, in AC 2022-2023, the target was **met**. These changes had a direct impact on the student's ability to align content from previous courses to better understand the NELP and PSEL standards.

Decision, action, or recommendation.

In AC 2022 – 2023, the target was **met.** 93.33% (14/15) of students successfully completed, presented, and defended their internship portfolio. 17/18 (94.44 %) of students completed the initial dispositions analysis in EDL 5200 and 13/13 (100%) of students completed the action plan in EDL 5400 which will be implemented when the student enrolls in EDL 6200.

Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. The faculty will encourage all students enrolled in EDL 5200 to complete an initial dispositions analysis assignment. Faculty will have students compare these results to a second dispositions analysis in EDL 5400 and in EDL 6200 when completing the internship. Faculty will use the NELP and PSEL standards to design and incorporate practical field/clinical tasks for EDL 5400 and EDL 6200. Because of faculty turnover, the action plan developed in EDL 5400 will be implemented in EDL 6200 in the Fall 2023 semester if feasible. Faculty will assist students in working with intern site supervisors (school principals and assistant principals) to implement the action at the practicum/internship site(s). Program faculty will collaborate to design, pilot, and assess activities in EDL 6200 to enhance the development of dispositions for leadership.

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 and plan of action which will further align courses to program standards; thereby continuing to push the cycle of improvement forward.

SLO 4

Course Map:

EDCI 5030	Instructional Improvement and Assessment
EDL 6200	Internship in School Administration

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.

AC 2022 – 2023 Assessment

Measure 4.1.
Students enrolled in EDCI 5030, Instructional Improvement and Assessment, are required to complete a data analysis study to develop a plan for continuous improvement using various forms of data collected in and by schools and districts. Using this knowledge, candidates identify strengths and weaknesses based on school and/or district data including LEAP, behavioral data, perception data, etc. Students create a presentation to explain the status of the schools' performance and suggest instructional best practices and other strategies for improving outcomes for students enrolled in these schools. 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 their 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. AC 2022-2023 the target was met.
Analysis. 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 decided to make changes to the signature assessment in the course and to administer the assessment each semester the course is offered. Faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. EDCI 5030 was offered during the summer session and as a B-term course in the fall and spring semesters. The signature assessment, "The State of the School" project, required students to analyze data for continuous school improvement of a school and/or district of their choice. Faculty provided examples of types of data to be collected using appendices in the required course text. Faculty used logic models to demonstrate cycles of continuous improvement applicable to P-12 schools. Faculty provided examples of projects for student review.

As a result of these changes, in AC 2022-2023 the target was **met**. These changes had a direct impact on the student's ability to collect various types of school accountability data, disaggregate and triangulate data, and to create a plan of action for continuous improvement of a school and/or district.

AC 2022 – 2023 Assessment

Decision, action, or recommendation.

In AC 2022 – 2023, the target **was met.** 100% (10/10) of students successfully completed a project and presented an action plan for continuous improvement which will be implemented in EDL 6200.

Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. Faculty will revise and redesign the rubric to assess the project and action plan developed in EDCI 5030. Faculty will design a rubric to assess the implementation of the plan during the capstone course, EDL 6200. Faculty will encourage students to implement the plan upon enrollment in EDL 6200. Program faculty will explore opportunities to engage students in practical activities to strengthen leadership skills and dispositions. Faculty will focus on increasing students understanding of NELP and PSEL standards, specifically Standard 1: Mission, Vision, and Improvement (NELP)- Mission Vision, and Core Values (PSEL); Standard 2: Ethics and Professional Norms (NELP/PSEL); and Standard 3: Equity, Inclusiveness, and Cultural Responsiveness (NELP)- Equity and Cultural Responsiveness (PSEL).

These changes will improve the student's ability to implement an action plan to engage in critical analysis and solution development for school/site-based problem of practice which will further align courses in the program and create a clear understanding of the NELP and PSEL standards; thereby continuing to push the cycle of improvement forward.

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 evaluation (instructional coaching) 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 evaluation (instructional coaching) project in which candidates demonstrate ability in collection, analysis, interpretation, and use of data. The project must be based on actual school and classroom instructional 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 instructional improvement need based on evaluations (walk-through observations). The project will be unique to the school setting and may 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 overall project. Candidates are expected to use existing data combined with data collected from walk-through observations to ensure that the project is objectively and not based on, for example, a questionnaire the candidate creates and distributes comprised of questions of interest to the candidate or previously completed observations.

A group of faculty and cooperating teachers collaborated to create the student learning impact assessment to align with the Louisiana Compass and Common Core State Standards' expectations.

The assessment requires candidates to plan for, create, administer, and analyze classroom walk-throughs and observations. Candidates then reflect on and make instructional 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. AC 2022-2023 the target was met.
Analysis. 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 implemented the following changes in AC 2022-2023 to drive the cycle of continuous improvement. Faculty communicated the instructions and expectations for the assessment implementing all components of the assessment with fidelity. WebEx sessions and/or a video were used to explain all components of the assessment. Key instructions were posted in the course shell. A timeline/calendar was posted in the course shell to establish checkpoints/due dates for each associated task so that the course instructor was aware of students experiencing challenges with specific assignments/components of the assessment.

As a result of these changes, in AC 2022-2023 the target **was met**. These changes had a direct impact on the student's ability to complete observations and critically reflect on course content, specifically aligned with the NELP and PSEL standards.

Decision, action, or recommendation.

In AC 2022 – 2023, the target **was met.** 93.75 % (15/16) of students successfully completed and presented an instructional coaching plan.

Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. Faculty will create opportunities for students to engage key stakeholders in their schools in assisting

with the development of the instructional coaching plan. Faculty will incorporate supervision and evaluation tools and instruments from several school districts, specifically TAP in addition to district using COMPASS and other tools. Faculty will incorporate guest speakers into the course to provide students with several viewpoints on supervision and evaluation. Faculty will institute a "Café" type session periodically throughout the semester to check-in with students to ensure students are meeting course and program goals.

These changes will improve the student's ability to incorporate the NELP and PSEL standards to become more informed on best practices to objectively observe and analyze data collected to make informed decisions related to supervision and evaluation of educators, support staff, etc.; thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results.

Program faculty made several decisions after examining the results of 2021-2022 data analysis which resulted in improved learning and program improvement for AC 2022-2023

- SLO 1 – Based on the analysis of the 2021 -2022 data, program faculty made the following changes to build upon students' learning experience and to drive the cycle of continuous improvement in 2022-2023. Faculty incorporated field experience assignments to build on practical leadership applications and an understanding of school policies. Course syllabi were revised to align with state (Louisiana Standards for Principals) and national (NELP and PSEL) standards as well as standards set forth by the accrediting body, CAEP. Course 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 identified. Where appropriate, items were added to the curriculum to prepare students for the licensure exam.

- SLO 2 – Based on the analysis of the 2021 -2022 data, program faculty made the following changes to build upon students' learning experience and to drive the cycle of continuous improvement in 2022-2023. Faculty collaborated with students to select action research topics related to leadership and school improvement. Faculty provided students with 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. In addition, a focus on adhering to the 7th edition of APA was implemented in each course to assist students in

developing final presentations and projects to engage students in inquiry-based action research through the establishment of a clear problem statement, rationale, conceptual/theoretical framework, comprehensive review of related literature, data collection, evaluation, and analysis from which to draw conclusions to impact practice. Rubrics were provided for student review to ensure students understood the expectations for the project.

- SLO 3 – Based on the analysis of the 2021 -2022 data, program faculty made the following changes to build upon students' learning experience and to drive the cycle of continuous improvement in 2022-2023. Faculty addressed recommendations from the accrediting body, CAEP, and revised course syllabi to reflect state and national standards. Faculty incorporated the NELP, PSEL, and Louisiana standards for principals, and introduced standards associated with the dispositional evaluation to students enrolled in early courses, EDL 5200, EDL 5400, and the capstone course, EDL 6200. This was in addition to incorporating those standards into all EDL courses. Faculty incorporated practical, site-based field experiences and a principal/leadership action plan project to be developed in EDL 5400 and implemented in the capstone course, EDL 6200.

- SLO 4 – Based on the analysis of the 2021 -2022 data, program faculty made the following changes to build upon students' learning experience and to drive the cycle of continuous improvement in 2022-2023. Faculty made changes to signature assessments to align the assessment used in the "state of the school" project with NELP and PSEL standards and adjust the instrument as appropriate, ensuring candidates plan for, create, administer, and analyze student learning through the collection and analysis of various forms and types of data using the appendices in the required course text. Faculty used logic models to demonstrate cycles of continuous improvement applicable to P-12 schools. Examples of projects were provided for student review.

- SLO 5 – Based on the analysis of the 2021 -2022 data, program faculty made the following changes to build upon students' learning experience and to drive the cycle of continuous improvement in 2022-2023. Faculty communicated the instructions and expectations for the assessment with fidelity. WebEx sessions and videos were used to explain all components of the assessment. Key instructions were posted in the course shell. Faculty provided a timeline/calendar to establish checkpoints/due dates for associated tasks. Faculty focused on incorporating NELP and PSEL standards and adjusted the assessment and rubric as appropriate.

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

AC 2022 – 2023 Assessment

Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2022-2023 and will take steps to continue to improve student learning in AC 2023-2024:

- SLO 1: Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. Candidate average scores on the SLLA are lowest in three categories: organizational leadership, community engagement leadership, and analysis constructed response. Additional clinical experiences and resources including constructed response scenarios will be added to courses to support students in the areas of organizational structure, organizational leadership, and critical thinking and writing. Program changes based on recommendations and plans of action developed in accordance with the interim accreditation visit will continue to be developed in preparation for the future accreditation visit. 50% of the program's courses will be revised to include new course syllabi and signature assessments to reflect an alignment to the NELP, PSEL, and Louisiana Standards for Principals. SLLA information will be incorporated into the introductory courses, EDL 5200, and EDL 5400. Revisions will be made to EDL 5500, EDL 5700, EDL 5800, and EDL 6200 in AC 2023 – 2024.

- SLO 2: Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. Faculty will revise EDUC 5850 in AC 2023-2024. 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. WebEx sessions will be incorporated to enhance students' 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. Revisions to the course and assessment rubrics will be designed to provide systematic formative and wholistic feedback, grading will be entered systematically. Faculty will create and facilitate collaboration sessions regarding assessments to identify, describe, and analyze content-specific student performance strengths and weaknesses to improve the quality of the final paper submitted.

- SLO 3: Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. The faculty will encourage all students enrolled in EDL 5200 to complete an initial dispositions analysis assignment. Faculty will have students

compare these results to a second dispositions analysis in EDL 5400 and in EDL 6200 when completing the internship. Faculty will use the NELP and PSEL standards to design and incorporate practical field/clinical tasks for EDL 5400 and EDL 6200. Because of faculty turnover, the action plan developed in EDL 5400 will be implemented in EDL 6200 in the Fall 2023 semester if feasible. Faculty will assist students in working with intern site supervisors (school principals and assistant principals) to implement the action at the practicum/internship site(s). 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 the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. Faculty will revise and redesign the rubric to assess the project and action plan developed in EDCI 5030. Faculty will design a rubric to assess the implementation of the plan during the capstone course, EDL 6200. Faculty will encourage students to implement the plan upon enrollment in EDL 6200. Program faculty will explore opportunities to engage students in practical activities to strengthen leadership skills and dispositions. Faculty will focus on increasing students understanding of NELP and PSEL standards, specifically Standard 1: Mission, Vision, and Improvement (NELP)- Mission Vision, and Core Values (PSEL); Standard 2: Ethics and Professional Norms (NELP/PSEL); and Standard 3: Equity, Inclusiveness, and Cultural Responsiveness (NELP)- Equity and Cultural Responsiveness (PSEL).

- SLO 5: Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. Faculty will create opportunities for students to engage key stakeholders in their schools in assisting with the development of the instructional coaching plan. Faculty will incorporate supervision and evaluation tools and instruments from several school districts, specifically TAP in addition to district using COMPASS and other tools. Faculty will incorporate guest speakers into the course to provide students with several viewpoints on supervision and evaluation. Faculty will institute a "Café" type session periodically throughout the semester to check-in with students to ensure students are meeting course and program goals.