

## AC 2023 – 2024 Assessment

### Ed Leadership M.Ed. (503) and (010)

**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.

**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

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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 review data to make data driven, curricular decisions.
6. The program coordinator, in consultation with program faculty, proposes 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 RA.1, Content and Pedagogical Knowledge, specifically Standard RA.1.1, Candidate Knowledge, Skills, and Professional Dispositions; and CAEP Standard RA.3, Candidate Quality and Selectivity, specifically RA.3.4, Competency at Completion (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

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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 (SLLA). (Test Code 6990).

### Measure 1.1.

Prior to program completion or completion of EDL 6200, Internship in School Administration, students should 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. ETS uses 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 2023 – 2024 the target was met.

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

In AC 2022–2023, 100% (15/15) of students earned the qualifying score on the initial attempt on the SLLA exam.

Based on the information gathered from an analysis of the AC 2022 – 2023 data, program faculty made the following changes to drive the cycle of continuous improvement. Candidate average scores on the SLLA were lowest in three categories: organizational leadership, community engagement leadership, and analysis constructed response. Additional clinical experiences and resources including constructed response scenarios were 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 were further developed in preparation for the future accreditation visit. Fifty percent (50%) of the program's courses were revised to include new course syllabi and signature assessments to reflect an alignment to the NELP, PSEL, and Louisiana Standards for Principals. SLLA information was incorporated into the introductory courses, EDL 5200, and EDL 5400. Revisions were made to several courses in the EDL program including EDL 5500, EDL 5700, EDL 5800, and EDL 6200 in AC 2023 – 2024. These changes helped to improve the students' ability to think critically and analyze leadership structures and strategies within organizations; thereby continuing to push the cycle of improvement forward.

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As a result of these changes, in AC 2023 – 2024 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 2023 – 2024, the target was met.

In AC 2022-2023, 13/13 – 100% of students earned the qualifying score on the initial attempt on the SLLA exam in 2023 – 2024.

Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Based on their latest performance, School Leader Licensure Assessment test-takers scored lowest in Analysis (constructed response) and instructional leadership. Educational Leadership program faculty will implement more scenario-based experiences into program coursework that gives candidates an opportunity to utilize various resources to analyze and respond to a scenario that is similarly aligned to the SLLA. Furthermore, program faculty will implement more instructional leadership experiences into the coursework that better aligns the program to 21<sup>st</sup> century leadership practices.

**SLO 2.** Graduates make use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies, and apply data literacy to engage in inquiry and apply discipline-specific content knowledge to their professional practice. 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:

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

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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.** AC 2023 – 2024 the target was met.

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

In AC 2022-2023, 91.66 % (11/12) of students successfully completed and presented an action research project.

Based on the analysis of the AC 2022 – 2023 data, program faculty made the following improvements to drive the cycle of continuous improvement. Faculty revised EDUC 5850 in AC 2023-2024. The faculty implemented 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 incorporated strategies to address student weaknesses in the adherence to the 7<sup>th</sup> edition of APA. APA content/emphasis in the course, along with additional emphasis on following presentation assignment guidelines were incorporated into EDUC 5850.

Faculty augmented course content with the addition of a video conference and session with university librarians via WebEx on using APA. WebEx sessions were incorporated to enhance students' research skills and videos were included in the course shell to assist students in understanding key research skills and to build confidence in the use of 7<sup>th</sup> edition APA. Revisions to the course and assessment rubrics were designed to provide systematic formative and wholistic feedback, grading was entered systematically. Faculty created and facilitated 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 improved the students' ability to produce high quality final papers and presentations based on a topic aligned to educational leadership and adheres to 7<sup>th</sup> edition APA standards; thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2023 – 2024 the target was met. These changes had a direct impact on the student's ability to select topics related to leadership and school improvement.

**Decision, action, or recommendation.**

In AC 2023 – 2024, the target was met, 100 % (12/12) of students successfully

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completed and presented an action research project.

Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. In a stronger effort to select and implement action research towards an acceptable, educational leadership-related problem of practice, research faculty will incorporate a prospectus-type approach where candidates will identify specific criteria and produce a sampling review of related literature to present for course and major professor approval which will accompany their topic/title.

**SLO 3.** Graduates apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. This outcome aligns CAEP Standard RA.1, Content and Pedagogical Knowledge, specifically Standard RA.1.1, Candidate Knowledge, Skills, and Professional Dispositions; and CAEP Standard RA.2 Clinical Partnerships and Practice, specifically Standard RA.2.2 Clinical Experiences (CAEP 2022).

### 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 2023–2024, the target was met.

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

In AC 2022-2023, 93.33% (14/15) of students successfully completed and presented an internship portfolio.

Based on information gathered from analysis of the AC 2022-2023 data, faculty made the following changes in AC 2023-2024 to drive the cycle of improvement. The faculty encouraged all students enrolled in EDL 5200 to complete an initial

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dispositions analysis assignment. Faculty had students compare these results to a second dispositions analysis in EDL 5400 and in EDL 6200 when completing the internship. Faculty used 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 was implemented in EDL 6200 in the Fall 2023 semester. Faculty assisted students in working with intern site supervisors (school principals and assistant principals) to implement the action at the practicum/internship site(s). Program faculty collaborated to design, pilot, and assess activities in EDL 6200 to enhance the development of dispositions for leadership. These changes improved the students' ability to engage in critical analysis and solution development for a problem of practice based on a needs assessment and plan of action which further aligned courses to program standards; thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2023-2024, 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 2023–2024, the target was met, 100% (14/14) of students successfully completed, presented, and defended their internship portfolio.

Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Important to their progression and effectiveness towards being an educational leader, professional dispositions affect the practices and experiences with which our candidates perform. Program faculty will have students complete a dispositions analysis assignment/assessment a minimum of three times: At the beginning of their program (typically in EDL 5200), 50% of the way through their program (typically in EDL 5400), and at the end of their program (in EDL 6200). Program faculty will provide opportunities and support for students to improve in their professional dispositions through informal reflection and coaching.

**SLO 4.** Graduates employ data analysis processes to develop supportive, diverse, equitable, and inclusive school environments, and lead/participate in collaborative activities with others. 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:**

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

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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 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 2023-2024 the target was met.

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

In AC 2022-2023, 100% (10/10) of students successfully completed and presented data analysis project in AC 2022-2023.

Based on information gathered from analysis of the AC 2022-2023 data, faculty made the following changes in AC 2023-2024 to drive the cycle of continuous improvement. Faculty revised and redesigned the rubric to assess the project and action plan developed in EDCI 5030. Faculty designed a rubric to assess the implementation of the plan during the capstone course, EDL 6200. Faculty encouraged students to implement the plan upon enrollment in EDL 6200. Program faculty explored opportunities to engage students in practical activities to strengthen leadership skills and dispositions. Faculty focused 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,



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Inclusiveness, and Cultural Responsiveness (NELP)- Equity and Cultural Responsiveness (PSEL). These changes improved 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 further aligned courses in the program and created a clear understanding of the NELP and PSEL standards; thereby continuing to push the cycle of improvement forward.

### Decision, action, or recommendation.

In AC 2023 – 2024, the target was met. 100% (18/18) 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 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Program faculty will implement a strong emphasis of support for students to apply instructional leadership strategies that are directly aligned to PSEL standards in ensuring that they not only support teachers towards quality growth, but maintain the overall mission, vision, core values (PSEL 1), and school-wide improvement goals within their respective schools, while conducting themselves ethically and professionally (PSEL 2), as well as maintaining a professional response to equity and cultural responsiveness (PSEL 3).

**SLO 5.** Graduates engage in instructional leadership processes to support teachers in their professional practice and student success. This outcome aligns CAEP Standard RA1, Content and Pedagogical Knowledge, specifically Standard RA.1.1, Candidate Knowledge, Skills, and Professional Dispositions; and Standard RA.1.2 Provider Responsibilities (CAEP 2022).

### Course Map:

EDL 5300	Supervision for Evaluation and School Improvement	
<b>Departmental Student Learning Goal</b>	<b>Program Student Learning Outcome</b>	
Make responsible decisions and problem-solve, using data to inform actions when appropriate.	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

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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 Louisiana Academic 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 2023-2024 the target was met.**

**Analysis.** In AC 2022-2023, the target was met.

In AC 2022-2023, 93.75% (15/16) students successfully completed and presented an instructional coaching plan in AC 2022-2023.

Based on information gathered from the analysis of the data in AC 2022-2023, faculty implemented the following changes in AC 2023-2024 to drive the cycle of continuous improvement. Faculty created opportunities for students to engage key stakeholders in their schools in assisting with the development of the instructional coaching plan. Faculty incorporated supervision and evaluation tools and instruments from several school districts, specifically TAP in addition to district using COMPASS and other tools. Faculty incorporated guest speakers into the course to provide students with several viewpoints on supervision and evaluation. Faculty instituted a "Café" type session periodically throughout the semester to check-in with students to ensure students are meeting course and program goals. These changes improved the students' 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.

As a result of these changes, in AC 2023-2024 the target was met. These changes

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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 2023 – 2024, the target was met, 100 % (10/10) of students successfully completed and presented an instructional coaching plan.

Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Program faculty will support students with more instructional leadership-based experiences and scenarios to ensure that students are able to analyze relevant data and use that data to drive professional development, instructional coaching, and teaching towards classroom and school improvement. These experiences and opportunities will support students' practice in EDL 5300 and on their SLLA, as well as throughout their program, especially in their internship (EDL 6200).

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

Program faculty made several decisions after examining the results of 2022-2023 data analysis which resulted in improved learning and program improvement for AC 2023- 2024

- SLO 1 – Based on the analysis of the 2022-2023 data, program faculty made the following changes to build upon students' learning experience and to drive the cycle of continuous improvement in 2023-2024. Additional clinical experiences and resources including constructed response scenarios were 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 were further developed in preparation for the future accreditation visit. 50% of the program's courses were revised to include new course syllabi and signature assessments to reflect an alignment to the NELP, PSEL, and Louisiana Standards for Principals. SLLA information was incorporated into the introductory courses, EDL 5200, and EDL 5400. Revisions were made to several courses in the EDL program including EDL 5500, EDL 5700, EDL 5800, and EDL 6200 in AC 2023 – 2024.
- SLO 2 – Based on the analysis of the 2022-2023 data, program faculty made the following changes to build upon students' learning experience and to drive the cycle of continuous improvement in 2023-2024. Faculty implemented 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 incorporated 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 were

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incorporated into EDUC 5850. Faculty augmented course content with the addition of a video conference and session with university librarians via WebEx on using APA. WebEx sessions were incorporated to enhance students' research skills and videos were 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 were designed to provide systematic formative and wholistic feedback, grading was entered systematically. Faculty created and facilitated 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 2022-2023 data, program faculty made the following changes to build upon students' learning experience and to drive the cycle of continuous improvement in 2023-2024. The faculty encouraged all students enrolled in EDL 5200 to complete an initial dispositions analysis assignment. Faculty had students compare these results to a second dispositions analysis in EDL 5400 and in EDL 6200 when completing the internship. Faculty used 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 was implemented in EDL 6200 in the Fall 2023 semester. Faculty assisted students in working with intern site supervisors (school principals and assistant principals) to implement the action at the practicum/internship site(s). Program faculty collaborated 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 2022-2023 data, program faculty made the following changes to build upon students' learning experience and to drive the cycle of continuous improvement in 2023-2024. Faculty revised and redesigned the rubric to assess the project and action plan developed in EDCI 5030. Faculty designed a rubric to assess the implementation of the plan during the capstone course, EDL 6200. Faculty encouraged students to implement the plan upon enrollment in EDL 6200. Program faculty explored opportunities to engage students in practical activities to strengthen leadership skills and dispositions. Faculty focused 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 2022 -2023 data, program faculty made the following changes to build upon students' learning experience and to drive the cycle of continuous improvement in 2023-2024. Faculty created opportunities for students to engage key stakeholders in their schools in assisting with the development of the instructional coaching plan. Faculty incorporated supervision and evaluation tools and instruments from several school districts, specifically TAP in addition to district using COMPASS and other tools. Faculty incorporated guest speakers into the course to provide students with several viewpoints on

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supervision and evaluation. Faculty instituted a “Café” type session periodically throughout the semester to check-in with students to ensure students are meeting course and program goals.

- During the 2023-2024 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.

### Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2023-2024 and will take steps to continue to improve student learning in AC 2024-2025:

- SLO 1: Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Based on their latest performance, School Leader Licensure Assessment test-takers scored lowest in Analysis (constructed response) and instructional leadership. Educational Leadership program faculty will implement more scenario-based experiences into program coursework that gives candidates an opportunity to utilize various resources to analyze and respond to a scenario that is similarly aligned to the SLLA. Furthermore, program faculty will implement more instructional leadership experiences into the coursework that better aligns the program to 21<sup>st</sup> century leadership practices.
- SLO 2: Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. In a stronger effort to select and implement action research towards an acceptable, educational leadership-related problem of practice, research faculty will incorporate a prospectus-type approach where candidates will identify specific criteria and produce a sampling review of related literature to present for course and major professor approval which will accompany their topic/title.
- SLO 3: Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Important to their progression and effectiveness towards being an educational leader, professional dispositions affect the practices and experiences with which our candidates perform. Program faculty will have students complete a dispositions analysis assignment/assessment a minimum of three times: At the beginning of their program (typically in EDL 5200), 50% of the way through their program (typically in EDL 5400), and at the end of their program (in EDL 6200). Program faculty will provide opportunities and support for students to improve in their professional dispositions through informal

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reflection and coaching.

- SLO 4: Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Program faculty will implement a strong emphasis of support for students to apply instructional leadership strategies that are directly aligned to PSEL standards in ensuring that they not only support teachers towards quality growth, but maintain the overall mission, vision, core values (PSEL 1), and school-wide improvement goals within their respective schools, while conducting themselves ethically and professionally (PSEL 2), as well as maintaining a professional response to equity and cultural responsiveness (PSEL 3).
- Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Program faculty will support students with more instructional leadership-based experiences and scenarios to ensure that students are able to analyze relevant data and use that data to drive professional development, instructional coaching, and teaching towards classroom and school improvement. These experiences and opportunities will support students' practice in EDL 5300 and on their SLLA, as well as throughout their program, especially in their internship (EDL 6200).