Ed.S. in Educational Leadership and Instruction (582)

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 that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

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.

Program Mission Statement: The Education Specialist program prepares in-service educators, who already hold at least master's degrees, for roles beyond strictly classroom teaching. The program's mission is to prepare in-service teachers to serve in public or private educational settings as school leaders, special education curriculum specialists, or technology directors. Candidates explore and test theory, research, and

best practices in their respective disciplines through coursework and clinical experiences.

Methodology:
Data are collected from key assessments in courses identified for each SLO. The assessments are administered as capstone assessments in the courses, and all are evaluated with analytic rubrics. Results are reviewed annually using descriptive statistics, comparisons across administration cycles, and, anecdotally, student feedback.

Student Learning Outcomes:

SLO 1
Course Map: EDUC 5890

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1)	Students use valid and reliable assessment practices.

Measure 1.1. (Direct - Knowledge)
Evidence of assessment is the Field Study Proposal. The assessment is aligned to the Graduate School's field study guidelines. The assessment criteria are aligned to the frameworks used to develop the assessment requirements. Performance indicators are qualitative and progressive across the rating scale. Research- based analyses of quality are planned for future assessment cycles.

The target is: 100% of candidates will earn minimum benchmark ratings of 10 on each criterion.

Finding: Target was Met

- **AC 2019-2020:** Target was Met. 100% of candidates met the benchmark.
- **AC 2018-2019:** Target was Not Met. 71% of candidates met the benchmark.
- **AC 2017-2018:** Target was Not Met. 50% of candidates met the benchmark.
- **AC 2016-2017:** Target was Met. 100% of candidates met the benchmark.

Analysis:
In AC 2018-2019, the target was not met. In AC 2018-2019, the target was 100% of candidates would meet benchmark. Of the seven enrolled candidates, two did not complete the course; therefore, data were available on only five candidates. The 71% of candidates who met the benchmark either met or exceeded target. Thus, little variation among ratings existed and faculty agree that this SLO's benchmark was not met because two candidates did not complete the course, and that the benchmark would have likely been met had all candidates completed the course.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. Faculty reviewed opportunities to restructure the feedback and assessment procedures in EDUC 5990 and determined new

ways to track performance from draft to draft so that more actionable data can be used formatively. Faculty provided feedback to candidates regularly to support student learning and ensured their successful completion of the field study research. Faculty completed multiple reviews of field studies, provided feedback, requested revisions, and then critiqued them again. This process continued until all committee members agreed the field study met expectations. These changes had a direct impact on the student's ability to demonstrate discipline-specific content knowledge.

As a result of these changes, in AC 2019-2020 the target was met.

In AC 2019-2020, 100% of candidates met or exceeded expectations. Faculty added additional instructional support on writing and APA style, and faculty added additional submissions of drafts for formative feedback to assist candidates in developing their writing and APA formatting skills. Candidate performance was strongest in identifying a research problem and justifying the need for research. Primary areas of weakness were in presenting results following proper style guidelines for APA 7th edition and grammar usage.

Action - Decision or Recommendation:

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will faculty provide additional instructional materials and resources within the course that focus on presenting results and following proper style guidelines for APA 7th edition. Faculty will employ meaningful and positive communication and retention strategies to ensure successful course completion.

These changes will improve the student's ability to demonstrate discipline-specific content knowledge, thereby continuing to push the cycle of improvement forward.

SLO 2
Course Map: EDUC 5990

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #4)	Students conduct, evaluate, and use inquiry to guide professional practice.

Measure 2.1. (Direct - Knowledge)
Evidence of assessment is the Field Study. The assessment is aligned to the Graduate School's field study guidelines. The assessment criteria are aligned to the frameworks used to develop the assessment requirements. Performance indicators are qualitative and progressive across the rating scale. Research- based analyses of quality are planned for future assessment cycles.

The target is 100% of candidates will earn minimum benchmark ratings of 10 on each criterion based on performance expectations.

Finding: Target was Met

- **AC 2019-2020:** Target was Met. 100% of candidates met the benchmark.
- **AC 2018-2019:** Target was Met. 100% of candidates met the benchmark.
- **AC 2017-2018:** Target was Met. 100% of candidates met the benchmark.
- **AC 2016-2017:** Target was Met. 100% of candidates met the benchmark.

Analysis:

In AC 2018-2019, the target was met. 100% of candidates met or exceeded benchmark.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2010, faculty reviewed opportunities to restructure the feedback and assessment procedures and determined new ways to collaborate and provide support from draft to draft so that more actionable data can be used formatively. Faculty used digital media to provide feedback to candidates regularly to support student learning and ensured their successful completion of the field study research. Faculty completed multiple reviews of field studies, provided feedback, hosted office hours, requested revisions, and then critiqued them again. This process continued until all committee members agreed the field study met expectations. These changes had a direct impact on the student's ability to apply discipline-specific content knowledge in professional practice.

As a result of these changes, in AC 2019-2020 the target was met.

In AC 2019-2020, 100% of candidates met or exceeded the target. Candidate performance was strongest in describing the research design. Primary areas of weakness were in composing a comprehensive literature review and comparing to other research and explaining strengths and limitations of the research project.

Action - Decision or Recommendation:

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will provide additional instructional resources and materials on composing a comprehensive literature review and comparing to other research and explaining strengths and limitations of the research. Faculty will review opportunities to restructure the feedback and assessment procedures to determine efficiencies ways to track performance from draft to draft more effectively so that more actionable data can be used formatively.

These changes will improve the student's ability to apply discipline-specific content knowledge in professional practice., thereby continuing to push the cycle of improvement forward.

SLO 3
Course Map: EDUC 5990

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics.	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. (Direct - Knowledge)
Evidence of assessment is the Field Study Oral Defense. The assessment is aligned to the Graduate School's field study guidelines. The assessment criteria are aligned to the frameworks used to develop the assessment requirements. Performance indicators are qualitative and progressive across the rating scale. Research-based analyses of quality are planned for future assessment cycles.

The target is: 100% of candidates will earn minimum benchmark ratings of 10 on each criterion based on performance expectations compared to prior year's averages.

Finding: Target was Met

- **AC 2019-2020:** Target was Met. 100% of candidates met the benchmark.
- **AC 2018-2019:** Target was Met. 100% of candidates met the benchmark.
- **AC 2017-2018:** Target was Met. 100% of candidates met the benchmark.
- **AC 2016-2017:** Target was Met. 100% of candidates met the benchmark.

Analysis:

In AC 2018-2019, the target was met. Candidates presented their research findings, and faculty led question-and-answer sessions with candidates. These sessions were conversational, and faculty used probing questions as needed to help candidates provide complete and accurate responses. In cases where candidates struggled to respond completely and accurately, faculty used multiple probing questions and referenced passages from the field studies and/or prior course readings to guide candidates through their responses.

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As a result of these changes, in AC 2019-2020 the target was met.

In AC 2019-2020, the target was met with 100% of candidates meeting the benchmark, which is consistent across cycles. Candidate performance was strongest in identifying a research problem, justifying the need for research, and presenting evidence to show how student data have been collected and analyzed for program improvement purposes
A primary area of weakness were in describing the research design.

Action - Decision or Recommendation:
In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will provide additional instructional resources and materials on describing the research design. Faculty will review opportunities to restructure the feedback and assessment procedures to determine efficiencies ways to track performance from draft to draft more effectively so that more actionable data can be used formatively.

These changes will improve the student's ability to apply discipline-specific content knowledge in professional practice., thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:

Program faculty made several decisions after examining results of data analysis from AC 2018-2019 which resulted in improved student learning and program improvement in AC 2019-2020.

- SLO 1: Faculty added additional instructional support on writing and APA style, and faculty added additional submissions of drafts for formative feedback to assist candidates in developing their writing and APA formatting skills. Faculty reviewed opportunities to restructure the feedback and assessment procedures and determined new ways to track performance from draft to draft so that more actionable data can be used formatively. Faculty provided feedback to candidates regularly to support student learning and ensured their successful completion of the field study research. Faculty completed multiple reviews of field studies, provided feedback, requested revisions, and then critiqued them again. This process continued until all committee members agreed the field study met expectations.

- SLO 2: Faculty reviewed opportunities to restructure the feedback and assessment procedures and determined new ways to collaborate and provide support from draft to draft so that more actionable data can be used formatively. Faculty used digital media to provide feedback to candidates regularly to support student learning and ensured their successful completion of the field study research. Faculty completed multiple reviews of field studies, provided feedback, hosted office hours, requested revisions, and then critiqued them again. This

process continued until all committee members agreed the field study met expectations.

- SLO 3: Faculty facilitated candidate presentations of their research findings, and committee members led question-and-answer sessions with candidates. In cases where candidates struggled to respond completely and accurately, committee members used multiple probing questions and referenced passages from the field studies and/or prior course readings to guide candidates through their responses. Faculty reviewed opportunities to restructure the feedback and assessment procedures and determined new ways to collaborate and provide support from draft to draft so that more actionable data can be used formatively. Faculty used digital media to provide feedback to candidates regularly to support student learning and ensured their successful completion of the field study research. Faculty completed multiple reviews of field studies, provided feedback, hosted office hours, requested revisions, and then critiqued them again in preparation for oral defense. This process continued until all committee members agreed the field study met expectations.

Plan of Action Moving Forward.
Program faculty have examined the evidence and results of data analysis from AC 2019-2020 and will take steps to continue to improve student learning in AC 2020-2021:

- SLO 1: Faculty will employ meaningful and positive communication and retention strategies to ensure successful course completion. Faculty will faculty provide additional instructional materials and resources within the course that focus on presenting results and following proper style guidelines for APA 7th edition.

- SLO 2: Faculty will provide additional instructional resources and materials on composing a comprehensive literature review and comparing to other research and explaining strengths and limitations of the research. Faculty will review opportunities to restructure the feedback and assessment procedures to determine efficiencies ways to track performance from draft to draft more effectively so that more actionable data can be used formatively.

- SLO 3: Faculty will provide additional instructional resources and materials on describing the research design. Faculty will review opportunities to restructure the feedback and assessment procedures to determine efficiencies ways to track performance from draft to draft more effectively so that more actionable data can be used formatively