Saint Louis University
Program Assessment Plan

**Program (Major, Minor, Core):**  School District Leader (Superintendent) Ed.S. (embedded within the Ed.D. program)
**Department:**  Educational Leadership
**College/School:**  School of Education
**Person(s) Responsible for Implementing the Plan:**  Jo Nell Wood, Ed.D..; John James, Ed.D.; Joseph Nichols, Ph.D.
**Date Submitted:**  August 2017

**Introduction**:
The Program Learning Outcomes and the indicators listed below each outcome are the verbatim wording of the *Missouri Leader Standards and Quality Indicators* required by the Missouri Department of Elementary and Secondary Education (MoDESE) for all Missouri institutions of higher learning approved by MoDESE to offer degrees in educational leadership to prepare students to pass the *Missouri School Leader Content Exam.* There is no latitude for approved programs to deviate from, revise, or otherwise amend these standards and indicators. Approved programs are expected to align their curricula, course assessments, internship experiences, and comprehensive assessments to these standards and indicators.

Upon completing an approved program, candidates demonstrate their knowledge and skills via a content licensure assessment. Candidates are expected to meet the "candidate" level of the *Missouri Educator Evaluation*

The *Missouri Superintendent Standards* (District Level Administrator) addresses seven standards of educational leadership, specifying sixteen competencies:
*   Standard #1:  Vision, Mission, and Goals:  Superintendents have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
    o   Quality indicator 1:  Establish the vision, mission, and goals
    o   Quality indicator 2:  Implement the vision, mission, and goals
*   Standard #2:  Teaching and Learning:  Superintendents have the knowledge and ability to ensure the success of all students by promoting a positive culture and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- o  Quality Indicator 1:  Promote positive culture in the District
- o  Quality indicator 2:  Provide effective instructional programs
- o  Quality indicator 3:  Ensure continuous professional learning
- Standard 3:  Management of organizational systems:  Superintendents have the knowledge and ability to ensure the success of all students by leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment.
  - o  Quality indicator 1:  Manage the organizational structure
  - o  Quality indicator 2:  Lead personnel
  - o  Quality indicator 3:  Manage resources
- Standard 4:  Collaboration with families and stakeholders:  Superintendents have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
  - o  Quality indicator 1:  Collaborate with families and other community members.
  - o  Quality indicator 2:  Respond to community interests and needs
  - o  Quality indicator 3:  Mobilize community resources
- Standard 5:  Ethics and integrity.  Superintendents have the knowledge and ability to ensure the success of all students by acting with integrity.
  - o  Quality indicator 1:  personal and professional responsibility.
- Standard 6:  The education system:  Superintendents have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.
  - o  Quality indicator 1:  understanding the larger context
  - o  Quality indicator 2:  respond to the larger context
  - o  Quality indicator 3:  Influence the larger context.
- Standard 7:  Professional Development:  Superintendents remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.
  - o  Quality indicator 1:  increase knowledge and skills based on best practices.

The standards and indicators are assessed by multiple-choice items developed and validated by Pearson Testing Service. Additional assessment is done through open-ended responses based on scenarios. Specific test items are secure. It is not possible to identify which test item by number addresses which indicator, and hence which standard. The test is administered and scored by Pearson Education, Inc. The multiple choice items are scored as correct/incorrect; the open-ended responses are scored using a four-point rubric that evaluates the relationship of the response to the prompt, the application of content knowledge, the quality of supporting details, and the soundness of argument.

The Doctorate in Educational Leadership comprehensive exam consists of six multidimensional questions – scenarios relating to integrating the knowledge and skills from all program courses, and related to content necessary to managing and supervising a school district. Students' responses are assessed, using a rubric, for depth and breadth of content, content accuracy, completeness of evidence and examples, clarity of argument, logic of design, and writing mechanics.

**Program (Major, Minor, Core):** School Leader (Superintendent)
**Department:** Educational Leadership
**College/School:** School of Education

| Program Learning Outcomes | Curriculum Mapping | Assessment Methods | Use of Assessment Data |
|---|---|---|---|
| *What do you expect all students who complete the program to know, or be able to do?* | *Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?* | *How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.* | *How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?* |
| **1.0 – Candidates who complete the program are educational leaders who have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community..** | | | |
| 1.1 – Establish the vision, mission, and goals | EDL 6110 School District Administration | Final written exam (As the superintendent of schools there are seven standards which have been identified by the State of Missouri for Superintendent leadership. One of the most critical of these standards is (1) facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Discuss the specific role and responsibilities you will have in carrying out this area in an exemplary manner. Also as an incoming superintendent, identify the strategies you will use to assess the present status of this standard in your new school district.)<br><br>Course written exam (see other example of 6970 question under 3.1) | Assessment results/grades are summarized and examined on a yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. Those action plans are submitted and monitored on a yearly basis. |

| | | Internship logs<br><br>Licensure exam | |
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| | EDL 6970<br>Research Topics<br><br>EDL 5914<br>District Level Internship | | |

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| 1.2 – Implement the vision, mission and goals | EDL 6970<br>Research Topics<br><br>EDL 6110<br>School District Administration<br><br>EDL 5914<br>District Level Internship | Semester written exam ( see other example of 6970 question under 3.1)<br><br>End of course written exam (see previous 6110 example)<br><br>District level internship experience logs<br><br>Licensure exam | SAME |
| **2.0 – Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.** | | | |
| 2.1  Promote positive culture in the district | EDL 6110<br>School District Administration<br><br>EDL 5200<br>School & Community Administration | End of course written exam (see previous 6110 example above)<br><br>Evaluate a district communications program using the NSPRA rubric of best practices. Comprehensive written exam: Thoroughly describe the components and best practices of an effective district-wide | SAME |

| | 6730<br>Dist. Level PD & Teacher Eval. | marketing/communications program.<br><br>Create District level PD plan; evaluate teacher evaluation system<br>Comprehensive written exam: You have been charged with the development of the new teacher evaluation system for the district. You know the new system must be differentiated and incorporate differentiated professional learning. It will be necessary to inform the board of how the system differentiated teacher evaluation & the integration of professional development will be developed, implemented, and monitored. Be sure to be specific about the components, the steps, and the PD designs to be put in place and how they will be monitored to ensure teacher growth for student achievement. | |
| | EDL 5914<br>District level internship | District level internship assessment logs<br>Licensure Exam | |

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| 2.2 – provide effective instructional programs | EDL 6450<br>Managing District Level Curriculum | Conduct a curriculum audit and provide recommendations based on data.<br>Comprehensive written exam: As Assistant superintendent of CIA, you have conducted a curriculum audit and must present findings and recommendations to the BOE. In your report include the five standards audited, areas audited within the standards, findings, prioritized recommendations based on data, and how you will implement and monitor implementation of | SAME |

| | | the recommendations to ensure they are implemented with fidelity.<br><br>Licensure Exams<br><br>District level internship assessment logs | |
| | EDL 5914<br>Internship: District | | |
| | EDL 6730<br>District Level PD & Teacher Eval. | Create 3 yr district Level PD Plan<br>Comprehensive written exam (see previous 6730 example) | |
| 2.3 – Ensure continuous professional learning | EDL 6730<br>District Level PD & Teacher Eval. | Create 3 yr district Level PD Plan<br>Comprehensive written exam (see previous 6730 example) | SAME |
| | EDL 5914<br>Internship: District | District level internship assessment logs<br>Licensure exam | |

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| **3.0 – Candidates who complete the program are educational leaders who have the knowledge and ability to ensure the success of all students by leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment.** | | | |
| 3.1 – Manage the organizational structures | EDL 6970<br>Research Topics | Semester exam: For many years, educational leaders have faced a problem labeled the "achievement gap" and have implemented many initiatives to address the problem without much success. As a district superintendent: describe what you believe is the nature of the problem, describe if and how concepts related to organizational behavior, project management, and/or teamwork provide tools to help superintendents address the problem. Be sure to | SAME |

| | | provide examples and evidence to support your answer. | |
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| | EDL 6110<br>School District Admin | Semester written exam (see previous 6110 example)<br>Licensure Exam | |
| 3.2 – Lead personnel. | EDL 6400<br>Human Resources | Audit of district human resources department. Comprehensive written exam: You have been hired as the assistant superintendent for human resources of a school district of 10,000 students. The superintendent has asked you to perform an audit of how data and information is used to improve HR and recommend changes based on best practices and systems thinking.  Identify 3 HR functions that you would audit , identify what practices, policies, and/or procedures you would ensure are in place, or that you would work to put in place based upon best practices and systems thinking. Provide specific support from research for the actions you would take. | SAME |
| | EDL 6110<br>School District Administration | Semester written exam (see previous 6110 example)<br><br>Licensure Exam | |
| | EDL 6300<br>Advanced School Law | Semester written exam: The four elements of negligence are: standard of care, unreasonable risk, proximate cause, and injury.  Please explain the four elements, provide a brief example of each. | |
| 3.3 – Manage resources. | EDL 6470<br>School District Facilities | Facilities Audit of a current facility. Comprehensive written exam: As superintendent, you and the board have concerns related to increasing student enrollment projections for the district and the ability of the district's existing facilities to properly serve the current and projected future educational programs.  You are aware that educational specifications need to be developed on a district- | SAME |

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| | | wide and individual site basis, depending on the need. Prepare a speech for the meeting you will call centering on explaining the educational specification activity using the five questions: 1. Define the term educational specifications, 2. Why develop educational specifications? 3. Who should be involved in the development? 4. Discuss the role of the overall planning committee and subsequent formation of subcommittees related to preparing Ed Specs. 5. Discuss the content of the 3 sections of the document and where the document goes after it si developed by the committee. | |
| | EDL 6690<br>School Business Administration | budget simulation<br>Semester written exam: Equity and adequacy are different concepts and are assessed through different strategies. For example, the MO foundation formula is based on the concept of adequacy, but also includes issues of equity. Discuss how these two issues are addressed in the MO formula and distinguish between the concepts of equity and adequacy. | |
| | 6110<br>School District Administration | course exam (see previous 6110 example) | |
| **4.0** – **Candidates who complete the program are educational leaders who have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.** | | | |
| 4.1 – Collaborate with families and other community members. | EDL 6110<br>School District Administration | Licensure exam<br>Course exam (see previous 6110 example) | SAME |
| | EDL 5200<br>School & Community | Evaluate a district communication program using the NSPRA rubric of best practices. Comprehensive written exam (see previous 5200 example) | |
| 4.2 – Respond to community interests and needs. | EDL 6110<br>School District Administration | Licensure assessment<br>Course exam (see previous 6110 example) | SAME |

| | EDL 6140<br>Politics | Course exam: Francis Fowler identifies six steps in the classical stage model of the policy process. Identify each of these stages and in detail describe the various activities that make up each stage. Also, identify and describe the one stage you believe is most critical in the entire process, then cite specific reasons for your choice. | |
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| | 5200<br>School & Community | Evaluate a district communication program using the NSPRA rubric of best practices. Comprehensive written exam (see previous 5200 example) | |
| 4.3 – Mobilize community resources. | EDL 6140<br>Politics<br><br>EDL 5200<br>School & community relations | Licensure assessment<br>Course exam (see previous 6140 example)<br><br>Create a community relations plan<br>Comprehensive written exam (see previous 5200 example) | SAME |

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| **5.0 – Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, responsibility and in an ethical manner.** | | | |
| 5.1 – Personal and Professional responsibility | EDL 6110<br>School District Administration<br><br>EDL 6200<br>Ethics of Educational Leadership | Licensure assessment<br><br>Course exam (see previous 6110 example)<br><br>Course exam: Although educational leaders are confronted on a daily basis with situations that require them to make decisions, which hopefully | SAME |

are recognized by stakeholders (students, parents, teachers, staff members, school board members, and community members) as being ethical.  In this context, describe your personal code of ethics – the set of norms – that will guide your decision making.  Address the guiding questions: What does it mean to be human? How should human beings treat each other? How should the institutions of society be organized? Ground your response in the literature.

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| **6.0 – Candidates who complete the program are educational leaders who have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context** | | | |
| 6.1 Understand the larger context | <u>EDL 6110</u><br>School District Administration | Licensure assessment<br>Course exam (see previous 6110 example) | SAME |
| 6.2 Respond to the larger context | <u>EDL 6110</u><br><u>School District Administration</u> | Licensure assessment<br><br>Course exam (see previous 6110 example) | SAME |
| 6.3 influence the larger context | <u>EDL 6140</u><br>Politics | Licensure assessment<br><br>Course exam (see previous 6110 example) | SAME |

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| **7.0 – Candidates who complete the program are educational leaders who have the knowledge and ability to remain current on best practices I education administration and school-related areas as evidence by establishing a plan for his/her professional development each year.** | | | |
| 7.1 – increase knowledge and skills based on best practices | EDL 6730<br>PD & Teacher Evaluation<br><br>EDL 6110<br>School District Administration | Create a 3 year professional development plan.<br><br>Course exam (See previous 6110 example) | SAME<br><br>Assessment results are summarized and examined on a yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. Those action plans are submitted and monitored on a yearly basis. |

1. **It is <u>not recommended</u> to try and assess (in depth) the entire program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

It is the normal practice of the Department to conduct written comprehensive exams twice a year for students. All answers are scored blind. All student scores are reviewed by the entire department upon completion. All licensure assessments related to the EdS Program are reviewed at the annual faculty retreat in September. Informal reviews occur during the year when assessment data are received. For example comprehensive examination data are reviewed in November and March each year. Discussions regarding actions needed as a

result of the assessments are usually decided at the May faculty retreat. As a result, corrections or changes are discussed, researched, and implemented each year.

Does the current Specialist program effectively prepare educational leaders to address the student learning requirements of the new State Standards for School Districts?

Particular emphasis was placed on data from the graduate and employer surveys, the required school improvement projects, the students' ability to address the knowledge base on the comprehensive examination, and the assessments of the internship activities.

The review and reporting process for this assessment plan is monitored by the School of Education's assessment committee. Specifically, the educational Leadership program coordinator and the assessment coordinator are responsible for making sure this plan is implemented and that data-based program improvement decisions are made and used by faculty.

2. **Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?**

   This question is not applicable to the School of Education's core curriculum assessment plan.

3. **The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:**

   a. **Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)**

      The educational leadership assessment plan is reviewed in accordance with the School of Education's accreditation and program review cycle. The School of Education's assessment committee is responsible for reviewing and making changes to this assessment plan. The assessment coordinator is responsible for making sure the assessment committee monitors and reviews this plan at the appropriate time.

   b. **How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.**

      Students are interviewed during the oral exams to gather input in how we can improve the program or the processes. These recommendations are brought to the faculty for consideration, and those the faculty believe will improve the program are implemented.

**c. What external sources were consulted in the development of this assessment plan?**

The following external sources were consulted when making this plan:
- National Educational Leader Preparation (NELP) standards and the organization's implementation resources.
- Missouri Department of Elementary and Secondary Education's assessment system.
- Missouri Department of Elementary and Secondary Education's standards for educational leaders.
- Council for Accreditation on Educator Preparation's standards for accrediting teacher preparation programs and the organization's white papers and resources.

**d. Assessment of the manageability of the plan in relation to departmental resources and personnel.**

The School of Education has the departmental resources and personnel to manage this plan. We have a full-time assessment coordinator as well as an assessment governing committee.