



SAINT LOUIS
UNIVERSITY
Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): M.A., School Leader (Principal)

Department: Educational Leadership

College/School: School of Education

Person(s) Responsible for Implementing the Plan: Susan Everson, Ph.D.; Bill Rebore, Ph.D.; Joseph Nichols, Ph.D.

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Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<i>What do you expect all students who complete the program to know, or be able to do?</i>	<i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i>	<i>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.</i>	<i>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?</i>
<i>DESE Beginning Leader Standard 1: Vision, Mission, and Goals – Education leaders have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.</i>			
<p>SLU Learning Outcome The candidate will explain how leadership vision, mission, and goals promote student success.</p> <p><u>DESE Quality Indicator 1.1</u> Establish the vision, mission, and goals.</p>	<p><u>EDL 5630</u> Principalship I</p> <p><u>EDL 5100</u> Foundations of Administration</p> <p><u>EDL 5913</u> Internship: Building Principal</p>	<p>Site-based school improvement plan course project, vision of learning component</p> <p>Internship logs relating to vision of learning</p> <p>MoSLCE Competency 1 questions MoSLPA Task 2</p>	<p>Assessment results are summarized and examined on a semester or 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.</p>

<p><u>DESE Candidate Indicator 1.C.1</u> Understands that the vision, mission, and goals promote success for all students and are based on relevant knowledge and current theories.</p>		<p>Comprehensive written exam references to vision of learning</p> <p>End of program survey</p> <p>DESE employer survey</p>	
<p><u>SLU Learning Outcome</u> The candidate will analyze leadership implementation strategies.</p> <p><u>DESE Quality Indicator 1.2</u> Implement the vision, mission, and goals.</p> <p><u>DESE Candidate Indicator 1.C.2</u> Knows implementation strategies and how to use them for achieving the vision, mission, and goals.</p>	<p><u>EDL 5660</u> Principalship II</p> <p><u>EDL 5450</u> Managing the Building Level Curriculum</p> <p><u>EDL 5913</u> Internship: Building Principal</p>	<p>Internship logs relating to vision of learning</p> <p>MoSLCE Competency1 questions MoSLPA Tasks 1, 2, and 3</p> <p>Comprehensive written exam references to vision of learning</p> <p>End of program survey</p> <p>DESE employer survey</p>	<p>Assessment results are summarized and examined on a semester or 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.</p>
<p><i>DESE Beginning Leader Standard 2: Teaching and Learning – Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.</i></p>			
<p><u>SLU Learning Outcome</u> The candidate will explain how school culture affects student learning.</p> <p><u>DESE Quality Indicator 2.1</u> Promote positive school culture.</p> <p><u>DESE Candidate Indicator 2.C.1</u> Understands the significance of school culture and the importance of safety and positive relationships to achieve high levels of learning.</p>	<p><u>EDL 5630</u> The Principalship I</p> <p><u>EDL 5100</u> Foundations of Administration</p> <p><u>EDL 5730</u> Building Level Professional Development and Evaluation</p> <p><u>EDL 5913</u> Internship: Building Principal</p>	<p>Building Level Professional Development Plan course project</p> <p>Comprehensive written exam references to school culture</p> <p>Internship logs related to school culture</p> <p>MoSLCE Competency 2 and 4 questions MoSLPA Task 1</p> <p>End of program survey</p> <p>DESE employer survey</p>	<p>Assessment results are summarized and examined on a semester or 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.</p>

<p><u>SLU Learning Outcome</u> The candidate will analyze the effectiveness of instructional practices.</p> <p><u>DESE Quality Indicator 2.2</u> Provide an effective instructional program.</p> <p><u>DESE Candidate Indicator 2.C.2</u> Knows effective and research-based instructional and assessment practices as well as the use of curricular materials to support student learning.</p>	<p><u>EDL 5450</u> Managing the Building Level Curriculum <u>EDL 5913</u> Internship: Building Principal</p> <p><u>EDL 5730</u> Building Level Professional Development and Evaluation</p>	<p>Building Level Professional Development Plan course project</p> <p>Comprehensive written exam references to instructional program</p> <p>MoSLCE Competency 2, 3, 4, 9, and 10 questions MoSLPA Tasks 2 and 3</p> <p>Internship logs related to instructional program</p> <p>End of program survey</p> <p>DESE employer survey</p>	<p>Assessment results are summarized and examined on a semester or 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.</p>
<p><u>SLU Learning Outcome</u> The candidate will explain how professional learning affects student learning.</p> <p><u>DESE Quality Indicator 2.3</u> Ensure continuous professional learning.</p> <p><u>DESE Candidate Indicator 2.C.3</u> Understands the importance of ongoing professional learning and its application to meeting the learning needs of students.</p>	<p><u>EDL 5730</u> Building Level Professional Development and Evaluation</p> <p><u>EDL 5913</u> Internship: Building Principal</p>	<p>Building Level Professional Development Plan course project</p> <p>Comprehensive written exam references to professional development planning</p> <p>MoSLCE Competency 2 and 4 questions MoSLPA Tasks 2 and 3</p> <p>Internship logs related to professional development planning</p> <p>End of program survey</p> <p>DESE employer survey</p>	<p>Assessment results are summarized and examined on a semester or 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.</p>
<p><i>DESE Beginning Leader Standard 3: Management of Organizational Systems – Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.</i></p>			
<p><u>SLU Learning Outcome</u> The candidate will explain educational management and organizational theories.</p>	<p><u>EDL 5660</u> The Principalship II</p>	<p>Comprehensive written exam references to managing procedures, facilities, policies, and other logistics</p>	<p>Assessment results are summarized and examined on a semester or yearly basis—depending on the nature of the data. Programs and concentration</p>

<p><u>DESE Quality Indicator 3.1</u> Manage the organizational structure.</p> <p><u>DESE Candidate Indicator 3.C.1</u> Is knowledgeable of appropriate structures, policies, and procedures to ensure the effective management of the organizational structure.</p>	<p><u>EDL 5913</u> Internship: Building Principal</p> <p><u>EDL 6500</u> School Finance</p>	<p>Building level internship assessment logs related to managing procedures, facilities, policies, and other logistics</p> <p>MoSLCE Competency 5 and 6 questions MoSLPA Task 3</p> <p>End of program survey</p> <p>DESE employer survey</p>	<p>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.</p>
<p><u>SLU Learning Outcome</u> The candidate will explain the educator evaluation and management process.</p> <p><u>DESE Quality Indicator 3.2</u> Lead personnel.</p> <p><u>DESE Candidate Indicator 3.C.2</u> Understands how the collaborative process and educator evaluation is used for the attainment of the building’s vision, mission, and goals.</p>	<p><u>EDL 5730</u> Building Level Professional Development and Evaluation</p> <p><u>EDL 5913</u> Internship: Building Principal</p> <p><u>EDL 6300/ 6500</u> School Finance/Law</p>	<p>Budget building course simulation</p> <p>Building Level Professional Development Plan course project</p> <p>Comprehensive written exam references to personnel management, professional development, and evaluation of educators</p> <p>Internship logs related to personnel management, professional development, and evaluation of educators</p> <p>MoSLCE Competency 6 questions MoSLPA Task 2</p> <p>End of program survey</p> <p>DESE employer survey</p>	<p>Assessment results are summarized and examined on a semester or 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.</p>
<p><u>SLU Learning Outcome</u> The candidate will explain effective resource management strategies.</p> <p><u>DESE Quality Indicator 3.3</u> Manage resources.</p>	<p><u>EDL 6500</u> School Finance</p> <p><u>EDL 5660</u> Principalship II</p>	<p>Budget building course simulation</p> <p>Comprehensive written exam references to financial planning and management</p> <p>MoSLCE Competency 6 questions</p>	<p>Assessment results are summarized and examined on a semester or 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</p>

<p><u>DESE Candidate Indicator 3.C.3</u> Demonstrates an understanding that the use of fiscal, human and material allocation must be effective, legal, and equitable in order to support teaching and learning.</p>	<p><u>EDL 5913</u> Internship: Building Principal</p>	<p>MoSLPA Tasks 1 and 3</p> <p>Internship logs related to financial planning and management</p> <p>End of program survey</p> <p>DESE employer survey</p>	<p>improvement. Those action plans are submitted and monitored on a yearly basis.</p>
<p><i>DESE Beginning Leader Standard 4: Collaboration with Families and Stakeholders – Education leaders 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.</i></p>			
<p><u>SLU Learning Outcome</u> The candidate will explain how to build community relationships that promote student learning.</p> <p><u>DESE Quality Indicator 4.1</u> Collaborate with families and other community members.</p> <p><u>DESE Candidate Indicator 4.C.1</u> Recognizes the importance of bringing together family, community members, and stakeholders to support and positively affect learning.</p>	<p><u>EDL 5660</u> Principalship II</p> <p><u>EDL 5913</u> Internship: Building Principal</p>	<p>Comprehensive written exam references to parent involvement and collaboration with stakeholders</p> <p>Internship logs related parent involvement and collaboration with stakeholders</p> <p>MoSLCE Competency 7 questions MoSLPA Task 1</p> <p>End of program survey</p> <p>DESE employer survey</p>	<p>Assessment results are summarized and examined on a semester or 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.</p>
<p><u>SLU Learning Outcome</u> The candidate will analyze school/community connection strategies</p> <p><u>DESE Quality Indicator 4.2</u> Respond to community interests and needs.</p> <p><u>DESE Candidate Indicator 4.C.2</u> Understands that high visibility and active involvement within the community is necessary to</p>	<p><u>EDL 5660</u> Principalship II</p> <p><u>EDL 5913</u> Internship: Building Principal</p>	<p>Comprehensive written exam references to community partnerships, communication with stakeholders, and attention to equity</p> <p>Internship logs related community partnerships, communication with stakeholders, and attention to equity</p> <p>MoSLCE Competency 7 questions</p> <p>End of program survey</p>	<p>Assessment results are summarized and examined on a semester or 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.</p>

<p>accommodate diverse school and community conditions.</p>		<p>DESE employer survey</p>	
<p><u>SLU Learning Outcome</u> The candidate explains how to identify community resources to support student learning.</p> <p><u>DESE Quality Indicator 4.3</u> Mobilize community resources.</p> <p><u>DESE Candidate Indicator 4.C.3</u> Demonstrates an understanding that the use of community resources is necessary to support improved student achievement.</p>	<p><u>EDL 5660</u> Principalship II</p> <p><u>EDL 5913</u> Internship: Building Principal</p>	<p>Comprehensive written exam references to accessing community resources and contributing to the community</p> <p>Internship logs related to accessing community resources and contributing to the community</p> <p>MoSLCE Competency 7 questions</p> <p>End of program survey</p> <p>DESE employer survey</p>	<p>Assessment results are summarized and examined on a semester or 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.</p>
<p><i>DESE Beginning Leader Standard 5: Ethics and Integrity – Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.</i></p>			
<p><u>SLU Learning Outcome</u> The candidate will explain principles of educational ethics.</p> <p><u>DESE Quality Indicator 5.1</u> Personal and professional responsibility.</p> <p><u>DESE Candidate Indicator 5.C.1</u> Demonstrates an understanding that respect for the rights of others, honoring confidentiality and personal dignity and engaging in honest interactions based upon ethical and legal principles is essential to effective leadership.</p>	<p><u>EDL 5100</u> Foundations of Administration</p> <p><u>EDL 5500</u> Professional Seminar</p>	<p>Comprehensive written exam references to ethical and legal issues</p> <p>Internship logs related ethical and legal issues</p> <p>MoSLCE Competency 8 questions MoSLPA Tasks 2 and 3</p> <p>End of program survey</p> <p>DESE employer survey</p>	<p>Assessment results are summarized and examined on a semester or 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.</p>

<i>DESE Beginning Leader Standard 6: Professional Development – Education leaders have the knowledge and ability to ensure the success of all students by remaining current on best practices in education administration and school-related areas as evidenced in his/her annual professional development plans.</i>			
<p><u>SLU Learning Outcome</u> The candidate will explain how to support the instructional practice of teachers to support student learning.</p> <p><u>DESE Quality Indicator 6.1</u> Increase knowledge and skills based on best practices.</p> <p><u>DESE Candidate Indicator 6.C.1</u> Recognizes the importance of acquiring knowledge, skills, and best practices to positively impact staff development and more effectively meet student learning needs.</p>	<p><u>EDL 5100</u> Foundations of Administration</p> <p><u>EDL 5500</u> Professional Seminar</p>	<p>MoSLCE Competency 8 questions MoSLPA Tasks 2 and 3</p> <p>End of program survey</p> <p>DESE employer survey</p>	<p>Assessment results are summarized and examined on a semester or 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.</p>

- 1. It is not recommended 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 review all assessments related to the M.A. Program at the annual faculty retreat in September. Informal reviews also occur during the year when assessment data are received. For example comprehensive examination data are reviewed in November and March each year, and MoSlp results are usually examined in October. 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. In 2002, the State of Missouri implemented a new Accreditation Process for School Districts. These changes prompted the Department to begin a total review of the M.A. program to prepare Building Principals. Data from the Assessments used by the Department at that time were reviewed in light of the changes by the State of Missouri. This review led to an intensive analysis of existing data focused on addressing the following question:

Does the current M.A. program effectively prepare building principals 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:

- Interstate School Leaders Licensure Consortium 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.