



SAINT LOUIS
UNIVERSITY

Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): Ph.D., Educational Leadership, superintendent program

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
<p><i>What do you expect all students who complete the program to know, or be able to do?</i></p>	<p><i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i></p>	<p><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></p>	<p><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></p>
<p><i>DESE Superintendent 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 school or district vision of learning supported by the school community.</i></p>			
<p><u>SLU Learning Outcome</u> The candidate will explain how district-level 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 6450</u> Managing the district level curriculum</p> <p><u>EDL 5914</u> Internship: Educational administration-superintendent</p> <p><u>EDL 6110</u> School district administration</p>	<p>School superintendent licensure assessment</p> <p>Comprehensive written exam</p> <p>District curriculum audit</p> <p>District level internship assessment</p> <p>Graduate surveys</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. These 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>Dissertation proposal and oral defense Dissertation and oral defense</p>	
<p><u>SLU Learning Outcome</u> The candidate will analyze district-level 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 the implementation strategies and how to use them for achieving the vision, mission, and goals.</p>	<p><u>EDL 6450</u> Managing the district level curriculum</p> <p><u>EDL 5914</u> Internship: Educational administration-superintendent</p> <p><u>EDL 6110</u> School district administration</p>	<p>School superintendent licensure assessment</p> <p>Comprehensive written exam</p> <p>District curriculum audit</p> <p>District level internship assessment</p> <p>Graduate surveys</p> <p>Dissertation proposal and oral defense Dissertation and oral defense</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. These action plans are submitted and monitored on a yearly basis.</p>
<p><i>DESE Superintendent Standard 2: Teaching and learning – Superintendents have the knowledge and ability to ensure 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.</i></p>			
<p><u>SLU Learning Outcome</u> The candidate will explain how district-level 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 what school culture is and the importance of safety and positive relationships to achieve high levels of learning.</p>	<p><u>EDL 6450</u> Managing the district level curriculum</p> <p><u>EDL 5914</u> Internship: Educational administration-superintendent</p> <p><u>EDL 6110</u> School district administration</p>	<p>School superintendent licensure assessment</p> <p>Comprehensive written exam</p> <p>District curriculum audit</p> <p>District level internship assessment</p> <p>Graduate surveys</p> <p>Dissertation proposal and oral defense Dissertation and oral defense</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. These action plans are submitted and monitored on a yearly basis.</p>
<p><u>SLU Learning Outcome</u> The candidate will analyze the</p>	<p><u>EDL 6450</u> Managing the district level</p>	<p>School superintendent licensure assessment</p>	<p>Assessment results are summarized and examined on a semester or yearly</p>

<p>effectiveness of district-wide instructional practices.</p> <p><u>DESE Quality Indicator 2.2</u> Provide effective instructional programs.</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>curriculum</p> <p><u>EDL 5914</u> Internship: Educational administration-superintendent</p> <p><u>EDL 6110</u> School district administration</p> <p><u>EDL 5730</u> Professional staff development and teacher evaluation</p>	<p>Comprehensive written exam District curriculum audit</p> <p>District level internship assessment</p> <p>Graduate surveys</p> <p>Dissertation proposal and oral defense Dissertation and oral defense</p>	<p>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. These action plans are submitted and monitored on a yearly basis.</p>
<p>SLU Learning Outcome The candidate will explain how district-wide professional learning affects student learning.</p> <p><u>DESE Quality Indicator 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 6450</u> Managing the district level curriculum</p> <p><u>EDL 5914</u> Internship: Educational administration-superintendent</p> <p><u>EDL 6110</u> School district administration</p> <p><u>EDL 5730</u> Professional staff development and teacher evaluation</p>	<p>School superintendent licensure assessment</p> <p>Comprehensive written exam</p> <p>District curriculum audit</p> <p>District level internship assessment</p> <p>Graduate surveys</p> <p>Dissertation proposal and oral defense Dissertation and oral defense</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. These action plans are submitted and monitored on a yearly basis.</p>
<p><i>DESE Superintendent Standard 3: Management of organizational systems – Superintendents 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>SLU Learning Outcome The candidate will explain district-level educational management and organizational theories.</p> <p><u>DESE Quality Indicator 3.1</u> Manage the organizational structure.</p>	<p><u>EDL 6450</u> Managing the district level curriculum</p> <p><u>EDL 5914</u> Internship: Educational administration-superintendent</p>	<p>School superintendent licensure assessment</p> <p>Comprehensive written exam</p> <p>District curriculum audit</p> <p>District level internship assessment</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. These action plans are submitted and monitored on a yearly</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 6110</u> School district administration</p> <p><u>EDL 5730</u> Professional staff development and teacher evaluation</p> <p><u>EDL 6400</u> Human resource administration</p>	<p>Graduate surveys</p> <p>Dissertation proposal and oral defense Dissertation and oral defense</p>	<p>basis.</p>
<p><u>SLU Learning Outcome</u> The candidate will explain the district-level 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 district’s vision, mission, and goals.</p>	<p><u>EDL 6450</u> Managing the district level curriculum</p> <p><u>EDL 5914</u> Internship: Educational administration-superintendent</p> <p><u>EDL 6110</u> School district administration</p> <p><u>EDL 5730</u> Professional staff development and teacher evaluation</p> <p><u>EDL 6400</u> Human resource administration</p>	<p>School superintendent licensure assessment</p> <p>Comprehensive written exam</p> <p>District curriculum audit</p> <p>District level internship assessment</p> <p>Graduate surveys</p> <p>Dissertation proposal and oral defense Dissertation and oral defense</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. These action plans are submitted and monitored on a yearly basis.</p>
<p><u>SLU Learning Outcome</u> The candidate will explain district-level effective resource strategies.</p> <p><u>DESE Quality Indicator 3.3</u> Manage resources.</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</p>	<p><u>EDL 6450</u> Managing the district level curriculum</p> <p><u>EDL 5914</u> Internship: Educational administration-superintendent</p> <p><u>EDL 5200</u> School-community relations</p>	<p>School superintendent licensure assessment</p> <p>Comprehensive written exam</p> <p>District curriculum audit</p> <p>District level internship assessment</p> <p>Graduate surveys</p> <p>District community relations plan</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. These action plans are submitted and monitored on a yearly basis.</p>

teaching and learning.	<u>EDL 6110</u> School district administration <u>EDL 5730</u> Professional staff development and teacher evaluation <u>EDL 6400</u> Human resource administration	Dissertation proposal and oral defense Dissertation and oral defense	
<i>DESE Superintendent Standard 4: Collaboration with families and stakeholders – Superintendents have the knowledge and ability to ensure the success of all students with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</i>			
<p><u>SLU Learning Outcome</u> The candidate will explain how to build community relationships that promote student learning across the district.</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>	<u>EDL 5914</u> Internship: Educational administration-superintendent <u>EDL 5200</u> School-community relations	School superintendent licensure assessment Comprehensive written exam District level internship assessment Graduate surveys District community relations plan Dissertation proposal and oral defense Dissertation and oral defense	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. These action plans are submitted and monitored on a yearly basis.
<p><u>SLU Learning Outcome</u> The candidate will analyze district/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</p>	<u>EDL 5914</u> Internship: Educational administration-superintendent <u>EDL 5200</u> School-community relations	School superintendent licensure assessment Comprehensive written exam District level internship assessment Graduate surveys District community relations plan	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. These action plans are submitted and monitored on a yearly basis.

<p>active involvement within the community is necessary to accommodate diverse school and community conditions.</p>		<p>Dissertation proposal and oral defense Dissertation and oral defense</p>	
<p><u>SLU Learning Outcome</u> The candidate explains how to identify community resources to support student learning across the district.</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 throughout the district.</p>	<p><u>EDL 5914</u> Internship: Educational administration-superintendent</p> <p><u>EDL 5200</u> School-community relations</p>	<p>School superintendent licensure assessment</p> <p>Comprehensive written exam</p> <p>District level internship assessment</p> <p>Graduate surveys</p> <p>District community relations plan</p> <p>Dissertation proposal and oral defense Dissertation and oral defense</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. These action plans are submitted and monitored on a yearly basis.</p>
<p><i>DESE Superintendent Standard 5: Ethics and integrity – Superintendents 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 5914</u> Internship: Educational administration-superintendent</p> <p><u>EDL 6200</u> Ethics of school leadership</p>	<p>School superintendent licensure assessment</p> <p>Comprehensive written exam</p> <p>District level internship assessment</p> <p>Graduate surveys</p> <p>Dissertation proposal and oral defense Dissertation and oral defense</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. These action plans are submitted and monitored on a yearly basis.</p>

<i>DESE Superintendent 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.</i>			
<p><u>SLU Learning Outcome</u> The candidate will explain how political, economic, legal, and cultural issues affects the education system.</p> <p><u>DESE Quality Indicator 6.1</u> Understand the larger context.</p> <p><u>DESE Candidate Indicator 6.C.1</u> Demonstrate an understanding of the influence of larger political, economic, legal, and cultural issues and is knowledgeable of appropriate research methods as they apply to the district context.</p>	<p><u>EDL 5914</u> Internship: Educational administration-superintendent</p> <p><u>EDL 5200</u> School-community relations</p> <p><u>EDL 6140</u> Politics of education</p> <p><u>EDL 6300</u> Advanced school law</p>	<p>School superintendent licensure assessment</p> <p>Comprehensive written exam</p> <p>District level internship assessment</p> <p>Graduate surveys</p> <p>Dissertation proposal and oral defense Dissertation and oral defense</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. These action plans are submitted and monitored on a yearly basis.</p>
<p><u>SLU Learning Outcome</u> The candidate will explain how communication across various shareholders affects a district’s success.</p> <p><u>DESE Quality Indicator 6.2</u> Respond to larger context.</p> <p><u>DESE Candidate Indicator 6.C.2</u> Is aware of the importance of communicating with members of the School Board and community concerning potential trends, issues, and changes that could impact a school’s and district’s environment.</p>	<p><u>EDL 5914</u> Internship: Educational administration-superintendent</p> <p><u>EDL 5200</u> School-community relations</p> <p><u>EDL 6140</u> Politics of education</p> <p><u>EDL 6300</u> Advanced school law</p>	<p>School superintendent licensure assessment</p> <p>Comprehensive written exam</p> <p>District level internship assessment</p> <p>Graduate surveys</p> <p>Dissertation proposal and oral defense Dissertation and oral defense</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. These action plans are submitted and monitored on a yearly basis.</p>
<p><u>SLU Learning Outcome</u> The candidate will analyze how</p>	<p><u>EDL 5914</u> Internship: Educational</p>	<p>School superintendent licensure assessment</p>	<p>Assessment results are summarized and examined on a semester or yearly</p>

<p>policy and advocacy affects the education system.</p> <p><u>DESE Quality Indicator 6.3</u> Influence the larger context.</p> <p><u>DESE Candidate Indicator 6.C.3</u> Understands the necessity of advocating for policies and resources at local, state, and federal levels to ensure equity of the educational experience for each student in the district.</p>	<p>administration-superintendent</p> <p><u>EDL 5200</u> School-community relations</p> <p><u>EDL 6140</u> Politics of education</p> <p><u>EDL 6300</u> Advanced school law</p>	<p>Comprehensive written exam</p> <p>District level internship assessment</p> <p>Graduate surveys</p> <p>Dissertation proposal and oral defense Dissertation and oral defense</p>	<p>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. These action plans are submitted and monitored on a yearly basis.</p>
<p><i>DESE Superintendent Standard 7: Professional development – Superintendents 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 envisioned in his/her annual professional development plan.</i></p>			
<p>SLU Learning Outcome The candidate will explain how to support district employees with professional development.</p> <p><u>DESE Quality Indicator 7.1</u> Increase knowledge and skills based on best practices.</p> <p><u>DESE Candidate Indicator 7.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 6450</u> Managing the district level curriculum</p> <p><u>EDL 5914</u> Internship: Educational administration-superintendent</p> <p><u>EDL 6110</u> School district administration</p> <p><u>EDL 5730</u> Professional staff development and teacher evaluation</p>	<p>School superintendent licensure assessment</p> <p>Comprehensive written exam</p> <p>District level internship assessment</p> <p>Graduate surveys</p> <p>Dissertation proposal and oral defense Dissertation and oral defense</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. These action plans are submitted and monitored on a yearly basis.</p>

- 1. It is not recommended to try and assess (in depth) all of the 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 Doctoral Programs 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 SSA 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.

Over the past several years, particular emphasis was placed on data from the graduate and employer surveys, the required curriculum and community relations projects, the students' ability to address the knowledge base on the comprehensive examination, and the assessments related to 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 this 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.

Student input is gathered through focus groups. We ask students a variety of questions about their experiences in the program, what we can do to change our programming, etc.

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.