



Program - Educational Leadership MEd

College or Division: Education and Professional Studies & Rio Grande College

Department: Education (Alpine) & Education (RGC)

Assessment Coordinator: Dr. Jesse Salazar & Dr. Rebecca Schlosser & Jennifer Haan

Strategic Plan Goal(s) Supported: Strategic Goal 1 - Promote growth in academics - research - and artistic excellence

Program Marketable Skills have been identified: Yes

Program Marketable Skills: • Students will be able to manage and lead diverse groups of people

- Students will be able to communicate professionally through diverse written and in-person formats, including e-mail, memos, facilitating meetings, etc. to an array of audiences, including internal and external stakeholders.
- Students will be able to gather information and analyze data to define campus needs, set goals, to solve a diverse set of problems.
- Students will be able to exercise administrative leadership to ensure resource management, policy implementation, and coordination of organizational operations in an ethical manner.

Marketable Skills Dissemination Strategy: • The syllabi for all courses taught in the Educational Leadership Program will include the marketable skills to ensure all stakeholders are aware of these expected outcomes.

- Since the marketable skills are embedded in the coursework of the Educational Leadership Program, in each course, assignments required throughout the semester will provide students and opportunity to practice and ultimately master the marketable skills.
- On an ongoing basis, professors will provide students feedback on their performance in course assignment, allowing for the continuous refinement of these marketable skills by the students.

Statement of Purpose: The Educational Leadership Program's mission is to prepare students to become instructional leaders. Serving a diverse group of students, our program focuses on students mastering the TExES Principal Domains and Competencies. We place an emphasis on students learning the data analysis and needs assessment process, instructional leadership and coaching, and data-driven decision making through collaborative team-building, elements crucial to ensuring student learning and overall school improvement. Our program was one of the few in the state to receive TEA's highest evaluation. We also pride ourselves in offering students small class sizes and the opportunity to work closely with a mentor throughout the entire experience.

Recently redesigned, our program aligns rigorous coursework with a one-year practicum where students implement and monitor an action research project aimed at improving student learning at their campus. These field-based experiences assist students in developing their skills as instructional leaders, teaching them mastery of the competencies in a real-world setting, while simultaneously improving their school campus. The program's culminating summative assessment is a comprehensive portfolio where students demonstrate mastery of the competencies and conduct portfolio defense presentations before a panel of Educational Leadership Faculty.

By embedding these experiences into the program, we ensure students graduate able to:

- manage and lead diverse groups of people;

- communicate professionally through diverse written and in-person formats to an array of audiences, including internal and external stakeholders;
- gather information and analyze data to define campus needs, set goals to solve a diverse set of problems; and,
- exercise administrative leadership to ensure resource management, policy implementation, and coordination of organizational operations in an ethical manner.

These marketable skills not only align to the skills necessary of today’s school principal, but also reflect our program’s embodiment of Sul Ross State University’s values: excellence; leadership and service; ethics and integrity; personal connection; diversity and inclusiveness; effective communication; and, growth and exploration. We remain committed to offering students the best experience and preparation possible, as reflected in the words of Mark Livengood, a recent program graduate, who shared, “This program was the perfect combination of theory and practice to prepare me for success as a future administrator.”

Annual Updates

2021 - 2022

Evidence of Improvement from Previous Assessment Cycle: INSERT GAINS FROM 2020-2021 to 2021-2022 HERE

Review History: Reviewer #1 Name, Date, and Comments: Reviewed by Jeanne Qvarnstrom (06/04/2022)

Review History: Reviewer #2 Name, Date, and Comments: Barbara Tucker, reviewed, 7-24-2022, Feedback emailed to Dr. Haan.

Review History: Reviewer #3 Name, Date, and Comments: Miriam Muniz, 7/25/2022. SLO 1- target not met. SLO 2- target not met. SLO 3-target not met.

Review- Continue aligning courses and content between Alpine and RGC. Continue to revised criterion to ensure success.

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
<p>SLO 1 - SCHOOL CULTURE (School & Community Leadership): Students will demonstrate the ability to establish and implement a shared vision and culture of high expectations for all stake-holders (students, staff, parents, and community). Students will demonstrate mastery working with stakeholders as key partners to support student learning and know how to use data to inform decision-making.</p> <p>Outcome Status: Active</p>	<p>Certification Exam - 1a. Student scores for Domain I – School Culture and Community Leadership of the CertifyTeacher.com Principal as Instructional Leader, the TExES 268 Practice Examination or other approved TExES 268 Practice Test. Target: 1a. 80% of all students will score an 80%</p>	<p>Reporting Period: 2021 - 2022 Conclusion: Target Not Met 75% of students passed with a score of 80% or higher (n=4) (05/20/2022)</p>	<p>Application of Results: Based on the results, the unit plans to:</p> <p>The curriculum committee will revise assignments in coursework that align with format of the TExES 268 construct questions so that interns will have multiple opportunities to engage in test preparation activities.</p> <p>The curriculum committee will align coursework between the RGC and Alpine campuses. (05/20/2022)</p>
	<p>Written Assignment - 1b. Faculty will use a scoring rubric to assess Pillar 1 School Culture and Vision, Pillar 2 Communication with</p>	<p>Reporting Period: 2021 - 2022 Conclusion: Target Not Met Pillar 1: 80% of students scored a 3 or higher (n=5)</p>	<p>Application of Results: Based on the results, the unit plans to:</p> <ol style="list-style-type: none"> 1. The instructor for

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
	<p>Stakeholders, and Pillar 3 Data Analysis.</p> <p>Target: 1b. 80% of all students will score 3 or higher on Pillar 1, Pillar 2, and Pillar 3 as measured by the Portfolio Defense Rubric Collection Score Table.</p>	<p>Pillar 2: 60% of students scored a 3 or higher (n=5)</p> <p>Pillar 3: 100% of students scored a 3 or higher (n=5) (05/20/2022)</p>	<p>ED5333 will conduct 1-1 meetings with each candidate to help them prepare for their defense.</p> <p>2. The instructor for ED5333 will require students to submit portfolios at least two weeks in advance of portfolio defense.</p> <p>3. The instructor for ED5309 will provide more detailed and guided instruction on completion of Pillar 2 assignments; all Portfolio Committee members will review the Pillar 1 & 2 instructions and exemplars before serving on the Portfolio Committee</p> <p>4. Curriculum committee would like to include Pillar 3 and Pillar 7 assignments as additional data to document intern achievement for this SLO (05/20/2022)</p>
<p>SLO 2 - LEADING LEARNING (Instructional Leadership-Teaching & Learning): Students will demonstrate the ability to collaboratively develop and implement high-quality instruction. Students will demonstrate the ability to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.</p> <p>Outcome Status: Active Planned Assessment Cycle: 2018 - 2019</p>	<p>Certification Exam - 2a. Student scores for Domain II: Leading and Learning (Instructional Leadership/Teaching and Learning) of the TExES 268 Practice Examination or other approved TExES 268 Practice Test. Target: 2a. 80% of all students will score a 260 (80%) on Domain II</p>	<p>Reporting Period: 2021 - 2022 Conclusion: Target Not Met 75% of students passed with a score of 80% or higher (n=4) (05/21/2022)</p>	<p>Application of Results: Based on the results, the unit plans to:</p> <p>The Curriculum committee will revise assignments in coursework that align with format of the TExES 268 construct questions so that interns will have multiple opportunities to engage in test preparation activities.</p> <p>The curriculum committee will align coursework between the RGC and Alpine campuses. (05/21/2022)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
	<p>Project - 2b. Campus Student Achievement Growth Table. Faculty will assess the compilation of student achievement growth data from common assessments measuring effectiveness of instruction of targeted TEKS.</p> <p>Target: 2b. 80% of students will demonstrate a 5% or higher student achievement growth rate as measured by the Campus Student Achievement Growth Table.</p>	<p>Reporting Period: 2021 - 2022 Conclusion: Target Met 100% of students achieved a gain of 5% or more on campus achievement results (n=3) (05/23/2022)</p>	<p>Application of Results: The curriculum committee will revise the instrument on which students will record and report their student achievement data. This instrument will be an Excel Worksheet embedded with formulas to make scores easier to input and to read.</p> <p>Curriculum committee will add a third criterion of success, which would include Pillar 1-9 assignments as additional data to document intern achievement for this SLO (05/23/2022)</p>
<p>SLO 3 - HUMAN CAPITAL (Human Resource Management): Students will demonstrate the ability to provide feedback, coaching, and professional development to staff through evaluation and supervision, know how to reflect on his/her own practice, and strive to grow professionally. Students will demonstrate the ability to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.</p> <p>Outcome Status: Active Planned Assessment Cycle: 2018 - 2019</p>	<p>Certification Exam - 3a. Student scores for Domain III – Human Capital (Human Resource Management) of the TExES 268 Practice Examination or other approved TExES 268 Practice Test.</p> <p>Target: 3a. 80% of all students will score a 260 (80%)</p>	<p>Reporting Period: 2021 - 2022 Conclusion: Target Not Met 75% of students passed with a score of 80% or higher (n=4) (05/23/2022)</p>	<p>Application of Results: Based on the results, the unit plans to:</p> <p>The Curriculum committee will revise assignments in coursework that align with format of the TExES 268 construct questions so that interns will have multiple opportunities to engage in test preparation activities.</p> <p>The curriculum committee will align coursework between the RGC and Alpine campuses. (05/23/2022)</p>
	<p>Survey - 3b. Development Feedback Survey Growth Table Professional Development Feedback Survey will be administered to the participants of the intern's data team before implementation of professional development to</p>	<p>Reporting Period: 2021 - 2022 Conclusion: N/A Pre-implementation surveys were not required of graduates in this cohort. Mid-implementation surveys were not required of candidates in this cohort.</p>	<p>Application of Results: Based on the results, the unit plans to:</p> <p>Coordinator will work with practicum field supervisors to ensure pre-implementation, and mid-implementation surveys are</p>

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	<p>establish a baseline. A survey will be administered post-implementation, and the scores from each survey will be compared to determine growth.</p> <p>Target: 3b. 80% of interns will report an increase of at least 0.5 on average scores reported by the participants of the intern's data team on the Post-Implementation Survey, as compared to the average scores reported on the Pre-Implementation Survey. Range of scores is 0 - 4.</p>	<p>Post-implementation survey indicates that the average score was 3.9 out of 4.0 (n=2) (05/23/2022)</p> <p>Related Documents: AY2122_Ed_Leadership_Program_Effectiveness_Data.xlsx</p>	<p>completed by candidates.</p> <p>Curriculum committee would like to add a third criterion of success, which would include Pillar 4, 5, 6, 8, and 9 assignments as additional data to document intern achievement for this SLO. (05/23/2022)</p>