MARYMOUNT UNIVERSITY

STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Education: Administration and Supervision (M.Ed.)
SUBMITTED BY: Sister Patricia Earl and Jessica Lewis
DATE: 9/2019

Executive Summary: Description of Assessment Process

List *all* of the program's learning outcomes, as of the assessment year's catalog: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year *(Y=Yes)*	Year of Next Planned Assessment
1., Develop, advocate and enact a shared mission, vision, and core values of high quality education by acting ethically through equitable and culturally-responsive practices to promote student academic success and well-being	2018	X	2020 Planning on revising
2. Develop supportive, inclusive and rigorous learning communities through coherent systems of curriculum, instruction, and assessment to promote student academic success and well-being	N.A.	Y	2021 Planning on revising
3. Develop and engage a network of learning community stakeholders in meaningful and reciprocal ways to promote student academic success and well-being	N.A.	Y	2021 Planning on revising
4. Act as agents of continuous school improvement to promote student academic success and well-being	2018	X	2020 Planning on revising

Provide a <u>brief</u> description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the <u>process</u>, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues *(generally not more than two paragraphs, may use bullet points)***:**

- **Assessment Process Description**: Assessment was previously based upon the standards for school leadership as set by the Interstate School Leaders Licensure Consortium (ISLLC) Standards developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) and is now based on the Professional Standards for Educational Leaders (PSEL). Five Critical Assignments helped to assess the 10 ISLLC Standards and now we have ten Critical Assignments, aligning each with at least one PSEL Standard, so that each standard can be assessed with a specific and targeted Critical Assignment. Revisions were made in collaboration with the adjuncts in the program and are aligned with the Virginia Department of Education (VDOE UPS) Uniform Performance Standards for Principals for those particularly seeking licensure in Virginia.
- **Strengths:** The new PSELs caused us to revise, update and create new documents and rubrics for the critical assignments and to revise the Portfolio Guidelines to provide clear and detailed guidelines for students. Critical Assignment scoring is now more robust so that scoring results are shared and discussed. The score, based on the PSEL, is then forwarded to the Director of the Catholic School Leadership Program who compiles the data, and forwards it to the Clinical Coordinator for Education who then enters results into the database. The internship of the CSLP is the capstone of the program and three evaluations are part of the assessment system. Both the On-site Supervisor and the University Supervisor complete the same evaluation that focuses on the observed performance of the student (intern). The intern also uses the same form for a self-evaluation which is then discussed at the time of the internship visit. The student also completes a portfolio that is submitted to the Director of the CSLP. The ratings for these instruments or documents are gathered by the CSLP Director.

Both a strength and a challenge of our assessment system for the all programs in the Education Department is that it plays an essential role, not only for internal accountability but also for the requirements of our accrediting body, the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE) and to satisfy the requirements of our programs to maintain approval by the Virginia Department of Education.

- **Challenges**: Though completed by spring 2019, the assessment revisions were gradually implemented so that some students' portfolios contained scores from the old ISLLC rubrics and some with the new PSELs. In addition, preparing for our first accreditation with CAEP and aligning new PSELs with curriculum caused some difficulty for students in following directions and for faculty in working to insure that all the new rubrics were an accurate measure both for the PSELs and for CAEP.
- **Planned Improvement**: With rubric and standard revisions completed, this will be the first year for full implementation of revised improved rubrics aligned with the PSELs and course objectives. Concrete improvement ideas will result from the CAEP review report to be submitted in January 2020 prior to the accreditation visit in fall 2020.

Closing the Loop: Progress on Planned Improvements from Prior Year

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update *(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)*
Graduates will develop, advocate and enact a shared mission, vision, and core values of high quality education by acting ethically through equitable and culturally-responsive practices to promote student academic success and well-being.	To further align each of the courses to the PSEL and to connect their coursework to their experiential internship in the school, we will add a reflective piece that they will upload into their Portfolio. This reflection will require them to reflect how the specific course added personal and professional value and to provide evidence from the internship to support how that course prepared them for the internship and how it relates to the specific PSEL.	Graduates of 2019 demonstrated knowledge, understanding and practical application of this outcome in content related to each PSEL by: 1. Writing a reflection on each course and specifying course content that related to the PSEL; 2. Identifying at least 2 internship experiences related to each PSEL and describing how the course prepared them for this activity and how the activity related to each PSEL; 3. Providing a sample of the specific internship work as explained in #2.
Graduates will act as agents of continuous school improvement to promote student academic success and well-being.	To further align each of the courses to the PSEL and to connect their coursework to their experiential internship in the school, we will add a reflective piece that they will upload into their Portfolio. This reflection will require them to reflect how the specific course added personal and professional value and to provide evidence from the internship to support how that course prepared them for the internship and how it relates to the specific PSEL.	Graduates of 2019 demonstrated knowledge, understanding and practical application of this outcome in content related to each PSEL by: 1. Writing a reflection on each course and specifying course content that related to the PSEL; 2. Identifying at least 2 internship experiences related to each PSEL and describing how the course prepared them for this activity and how the activity related to each PSEL; 3. Providing a sample of the specific internship work as explained in #2.

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:
Comment: Report Accepted as Submitted
Review your outcomes to ensure that they are not multi-barreled, trying to measure too many things in one outcome, and make sure you thoughtfully reflect on specific actions that you can take to improve as a result of your assessment. If your data is not

providing you with direction for planned improvements, review your assessment process and consider revisions you could take to pull more meaning from your measures

Response:

Based upon the comment, new SLOs will be developed so that they are not multi-barreled and that the data can provide better direction for planned improvements.

Outcomes Assessment 2018-2019

Learning Outcome 1: Candidates will develop supportive, inclusive and rigorous learning communities through coherent systems of curriculum, instruction, and assessment to promote student academic success and well-being

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define the acceptable level of student performance.*	Data Collection *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	Result *Did you meet your target? What was the result?*
1. Critical Assignments (CA) for ED 584 This is a direct measure **ED 584:** CA - <u>Curriculum Plan</u> to Address a Specific Issue <u>Reflection</u> on the course and assignment and its personal and professional value; include specific reference to PSEL standard(s) identified for the course and supporting evidence from the course.	*TARGET:* Level 3: Proficient ***E-Portfolio Performance Rubric:*** Rubric Scale: 1 = Unacceptable 3 = Proficient 2 = Developing 4 = Exemplary	<u>Collection</u>: Instructors in courses with a Critical Assignment assess the assignment based on the aligned PSEL Standard #4 and then forward the score to the Director of the Catholic School Leadership Program who double scores the assignment. <u>Population</u>: The scores are from students who completed their internship and their program in the 2018-19 academic year. Critical Assignments would have been completed over their enrollment in the two-year program (2017-2019).	<table><tr><th>PSEL Standard #4 ED 584 (N= 17)</th><th>Score</th></tr><tr><td>Critical Assignment Professor</td><td>3.69</td></tr><tr><td>University Supervisor</td><td>3.69</td></tr><tr><td>Internship</td><td>3.75</td></tr></table> **Result:** 1. All 3 scores are significantly above the target score of 3, Proficient. 2. The Professor's score of the Critical Assignment and the University Supervisor's score are identical, the professor scoring the critical assignment at the end of the course and the University supervisor scoring the same work near the completion of the whole program. This adds to the validity of both scores. 3. Internship score is close but slightly higher for work done in the internship experience related to the learning outcome. This demonstrates that students not only were proficient in their content knowledge at the time of the critical assignment but also in their growth and practical application of that knowledge in their actual work experience.
2. Critical Assignment (CA) for ED 592 This is a direct measure	*TARGET:* Level 3: Proficient	<u>Collection</u>: Instructors in courses with a Critical	

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define the acceptable level of student performance.*	Data Collection *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	Result *Did you meet your target? What was the result?*
ED 592: CA – School-Wide Implementation Plan incorporates inclusive practices into the framework of an elementary or secondary school. The plan spans a period of three years. Reflection on the course and assignment and its personal and professional value; include specific reference to PSEL standard(s) identified for the course and supporting evidence from the course.	*E-Portfolio Performance Rubric:* Rubric Scale: 1 = Unacceptable 3 = Proficient 2 = Developing 4 = Exemplary	Assignment assess the assignment based on the aligned PSEL Standard #5 and then forward the score to the Director of the Catholic School Leadership Program who double scores the assignment. Population: The scores are from students who completed their internship and their program in the 2018-19 academic year. Critical Assignments would have been completed over their enrollment in the two-year program (2017-2019).	<table><tr><td>**PSEL Standard #5 ED 592 (N= 17)**</td><td>**Score**</td></tr><tr><td>Critical Assignment Professor</td><td>3.63</td></tr><tr><td>University Supervisor</td><td>3.38</td></tr><tr><td>Internship</td><td>3.25</td></tr></table> **Result:** 1. All three scores are significantly above the target score of 3, Proficient. 2. The Professor's score on the critical assignment given at the completion of the course is slightly higher than the other two scores, based mainly on the knowledge demonstrated in the School Wide Implementation Plan for handling "Administrative Issues in Special Education." The University Supervisor's score of the Critical Assignment is slightly lower at the end of the program which is the semester following this course. It is based on the Critical Assignment as well as the student's reflection now including the adaptation of the PSEL standard which is influenced by the reality that not all schools provide an equal opportunity to work with administrative issues related to special education. 3. The Internship score is slightly below the University Supervisor score again indicating the diversity of experiences students have with special education issues depending on the location (state) and resources available to them.
3. On-Site Advisor Evaluation (indirect) **PSEL Standard #4:**	Interns are assessed on PSEL Standard #4 and #5 during their internship with a	Collection: The On-Site Advisor filled out 4 evaluations of their intern during and at	

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define the acceptable level of student performance.*	Data Collection *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	Result *Did you meet your target? What was the result?*
Curriculum, Instruction& Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. **PSEL Standard #5:** Community of Care & Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	four-column rubric; with level 3 "Proficient" is the acceptable level of student performance. Rubric Scale: 1 = Unacceptable 2 = Developing 3 = Proficient 4 = Exemplary *Rubric in Appendix*	the end of their placement based upon a four-column rubric during the spring 2019 semester.	**On-Site Advisor Evaluation Ratings** | N = 17	Mean Score
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PSEL St. #4	3.56
PSEL St. #5	3.74	 **Result:** 1. All 3 scores are significantly above the target score of 3, Proficient. 2. On-site advisors receive the same directions from the Director of the Catholic School Leadership Program in what is required as they evaluate our student interns. On-site advisors are not only local but also from schools all across the U.S. Both in terms of curriculum development (PSEL 4) and creating a community of care and support for students (PSEL 5), the diversity of on-site advisors in their own experiences as administrators and their own local diocesan or system standards indicates that regardless of location or experience, interns were evaluated as generally *Exemplary* with regard to these two PSELs and the learner outcome to which these relate.
4. University Supervisor Evaluation (indirect) **PSEL Standard #4:** Curriculum, Instruction& Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. **PSEL Standard #5:** Community of Care & Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	Interns are assessed on PSEL Standard #4 and #5 during their internship with a four-column rubric; with level 3 "Proficient" is the acceptable level of student performance. Rubric Scale: 1 = Unacceptable 2 = Developing 3 = Proficient 4 = Exemplary *Rubric in Appendix*	Collection: The University Supervisor filled out an evaluation of their intern during their placement based upon a four column rubric during the spring 2019 semester.	**University Supervisor Evaluation Ratings** | N = 17	Mean Score
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PSEL St. #4	3.65
PSEL St. #5	3.79	 **Result:** 1. All scores were significantly above the target score or 3, Proficient. 2. Of note, the University Supervisor's scores on both PSELs was just slightly above that of the on-site advisors. This indicates that students are considered beyond *Proficient* by both the on-site advisor who evaluates their daily work in the internship and the university supervisor who evaluates based on interaction during the internship as well as the written reflections students write about the internship and the PSELs. The closeness of scores indicates the validity of our student success in both the areas of curriculum and creating the caring community needed to support instructional growth for students in the schools.

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define the acceptable level of student performance.*	Data Collection *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	Result *Did you meet your target? What was the result?*
5. 2018-19 Graduating Student Survey (indirect)	Survey conducted by Academic Affairs aggregates statements into the percentage students responded "Good or Excellent" for each provided statement. We have chosen six survey statements.	<u>Collection/Population:</u> Included are the results from the 2018-2019 Graduating Student Survey (GSS). This survey was sent to students who graduated in December 2018 and May 2019, as well as students who will graduate in August 2019.	(see table and result below)

Evaluation of Preparation

Survey Statement N = 10	Percent Good or Excellent
Determine the most ethically appropriate response to a situation.	100
Understand the major ethical dilemmas in your field.	100
Work as part of an effective team.	70
Lead a team	70
Apply knowledge and skills to new situations	90
Solve problems in your field using your knowledge and skills	90

Result: 1. In areas related to ethical responses and understanding ethical dilemmas, alumnae response was 100, way above target.
2. In areas of application of knowledge to new situations and solving problems using skills and knowledge in the field, the alumnae response was 90, way above target.
3. In working as part of a team and leading a team, the score was 70. This causes some concern and question since on these same 2 statements, alumnae in 2017 and 2018 evaluated their performance at 100%. The course content was basically the same and the professors were the same. By itself, there is no way to determine why these 2 statements scored so low. I surmise that alumnae perception may have been in relation to what they experienced in their own schools during the internship related to being part of a team and how much leadership they were allowed to demonstrate. We will need to monitor these 2 statements to gather additional information.

Interpretation of Results
Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*
1. In all areas related to Learning Outcome 1, students scored significantly above the target score of 3.

2. Though Critical Assignment scores were almost the same for ED 584 and ED 592, the University Supervisor score and Internship score were slightly higher for PSEL 4 (ED 584) than PSEL 5 (ED 592). Yet, on-site advisor and university supervisor scores based on practical application were slightly higher for PSEL 5 (ED 592) than PSEL 4 (ED 584). Together they are well rounded.

3. The proximity of on-site advisor scores across two PSELs and two different courses validates a unity and consistency that are part of the observable learning outcomes.

Discuss planned curricular or program improvements <u>for this year based on assessment of outcome:</u> Since this is the first year that the new rubrics related to the new PSELs were fully integrated, we need to see how next year's scores compare to this year's scores before making any specific plans for improvements. We will focus on the scores for PSEL 5 and ED 592 especially in the area of the University Supervisor and Internship scores. In addition, since our scores are all significantly above target, since we are creating our materials to submit to CAEP for our re-accreditation, since this is the first time we have worked through a CAEP accreditation process, and since the CAEP evaluation is tied into the VDOE licensure approval of the program, we need to see what recommendations come from CAEP before engaging in major plans

Learning Outcome 2: Candidates will develop and engage a network of learning community stakeholders in meaningful and reciprocal ways to promote student academic success and well-being

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define the acceptable level of student performance.*	Data Collection *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	Result *Did you meet your target? What was the result?*		
1. Critical Assignment (CA) for ED 582 This is a direct measure ED 582 CA - <u>Leadership Mission Statement, Back to School</u>	*TARGET:* Level 3: Proficient *E-Portfolio Performance Rubric:* Rubric Scale:	Collection: Instructors in courses with a Critical Assignment assess the assignment based on the aligned PSEL Standard #8 and then forward the score to the Director	**PSEL Standard #8 ED 582 (N= 17)**		**Score**
			Critical Assignment Professor		3.38
			University Supervisor		3.63

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define the acceptable level of student performance.*	Data Collection *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	Result *Did you meet your target? What was the result?*
<u>Night Remarks, Case Scenario</u> <u>Reflection</u> on the course and assignment and its personal and professional value; include specific reference to PSEL standard(s) identified for the course and supporting evidence from the course **PSEL Standard #8:** <u>Meaningful Engagement of Families & Community</u>	1 = Unacceptable 3 = Proficient 2 = Developing 4 = Exemplary	of the Catholic School Leadership Program who double scores the assignment. <u>Population:</u> The scores are from students who completed their internship and their program in the 2018-19 academic year. Critical Assignments would have been completed over their enrollment in the two-year program (2017-2019).	<table><tr><td>Internship</td><td>3.53</td></tr></table> <u>**Result:**</u> 1. All 3 scores are significantly above the target score of 3, Proficient. 2. The University Supervisor's score is higher than the professor's most probably due to this being one of the first two courses students take at the start of the program. Reviewing the Critical Assignment at the end of the program allows the University Supervisor to acknowledge the original score but to recognize student growth that has manifested itself throughout more courses. 3. The Internship score is significantly higher than the professor's score acknowledging that students not only have the knowledge base but show evidence of practical application of this learning outcome. It is slightly lower than the University Supervisor score since it includes not only the critical assignment itself but the variety of opportunities that students have in the internship to demonstrate this learning outcome, depending on their location and school size.
2. Critical Assignment (CA) **ED 588** This is a direct measure **ED 588** <u>CA</u> – <u>Leadership Supervision Paper.</u> Defend the rationale for using the instruments for supervising and evaluating teachers and support staff <u>Reflection</u> on the course and assignment and its personal and professional	*<u>TARGET:</u>* Level 3: Proficient *<u>E-Portfolio</u>* *<u>Performance Rubric:</u>* Rubric Scale: 1 = Unacceptable 2 = Developing 3 = Proficient 4 = Exemplary	<u>Collection:</u> Instructors in courses with a Critical Assignment assess the assignment based on the aligned PSEL Standards #6 and #7 and then forward the score to the Director of the Catholic School Leadership Program who double scores the assignment.	<table><tr><td>PSEL Standard #6 ED 588 (N= 17)</td><td>Score</td></tr><tr><td>Critical Assignment Professor</td><td>3.76</td></tr><tr><td>University Supervisor</td><td>3.71</td></tr><tr><td>Internship</td><td>3.41</td></tr><tr><td>PSEL Standard #7</td><td>Score</td></tr></table>

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define the acceptable level of student performance.*	Data Collection *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	Result *Did you meet your target? What was the result?*	
value; include specific reference to PSEL standard(s) identified for the course and supporting evidence from the course.		Population: The scores are from students who completed their internship and their program in the 2018-19 academic year. Critical Assignments would have been completed over their enrollment in the two-year program (2017-2019).	**ED 588** **(N= 17)**	
			Critical Assignment Professor	3.76
			University Supervisor	3.76
			Internship	3.47

Result: 1. All 3 scores are significantly above the target score of 3, Proficient.
2. Content for ED 588 relates to two PSEL standards which relate to professional capacity of school personnel (#6) and professional community for teachers and staff (#7). Professor critical assignment scores are identical for both PSEls and indicate almost exemplary student performance.
3. University Supervisor scores for both PSELs are almost identical between the two PSEL standards and with the professor scores indicating not only solid mastery of course content during this second year course but also in review at the end of the program.
4. The Internship scores were also significantly high but slightly lower that the professor and university Supervisor scores. This is likely due to the diversity of opportunities that students had to apply and demonstrate the practical application of these two standards.

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define the acceptable level of student performance.*	Data Collection *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	Result *Did you meet your target? What was the result?*
3. On-Site Advisor Evaluation (indirect) **PSEL Standard #6:** <u>Professional Capacity of School Personnel</u> Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. **PSEL Standard #7:** <u>Professional Community for Teachers & Staff</u> Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being **PSEL Standard #8:** <u>Meaningful Engagement of Families & Community</u> Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being	Interns are assessed on PSEL Standard #6, #7, and #8 during their internship with a four-column rubric; with level 3 "Proficient" is the acceptable level of student performance. Rubric Scale: 1 = Unacceptable 2 = Developing 3 = Proficient 4 = Exemplary	<u>Collection:</u> The On-Site Advisor filled out 4 evaluations of their intern during and at the end of their placement based upon a four-column rubric during the spring 2019 semester.	**On-Site Advisor Evaluation Ratings** <table><tr><th>N = 17</th><th>Mean Score</th></tr><tr><td>PSEL St. #6</td><td>3.50</td></tr><tr><td>PSEL St. #7</td><td>3.57</td></tr></table> PSEL St. # 8 3.69 <u>**Result:**</u> 1. All 3 scores are significantly above the target score of 3, Proficient. 2. On-site advisors receive the same directions from the Director of the Catholic School Leadership Program in what is required as they evaluate our student interns. On-site advisors are not only local but also from schools all across the U.S. In terms of professional capacity of school personnel (PSEL 6) professional community of teachers (PSEL 7) and meaningful engagement of families and community (PSEL 8), the diversity of on-site advisors in their own experiences as administrators and their own local diocesan or system standards indicates that regardless of location or experience, interns were evaluated as generally Exemplary with regard to these three PSELs and the learner outcome to which these relate. 3. PSEL 8 scored the highest since all students are part of a teaching community and as teachers are working on meaningful engagement of families and community; whereas PSEL 6 & 7 require interns to have more opportunities to take a fuller leadership role.
4. University Supervisor Evaluation (indirect) **PSEL Standard #6:** <u>Professional Capacity of School Personnel</u> Effective educational leaders develop the professional	Interns are assessed on PSEL Standard #6, #7, and #8 during their internship with a four-column rubric; with level 3 "Proficient" is the	<u>Collection:</u> The University Supervisor filled out an evaluation of their intern during their placement based upon a four column	**University Supervisor Evaluation Ratings** <table><tr><th>N = 17</th><th>Mean Score</th></tr><tr><td>PSEL St. #6</td><td>3.50</td></tr><tr><td>PSEL St. #7</td><td>3.71</td></tr><tr><td>PSEL St. #8</td><td>3.47</td></tr></table>

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define the acceptable level of student performance.*	Data Collection *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	Result *Did you meet your target? What was the result?*
capacity and practice of school personnel to promote each student's academic success and well-being. **PSEL Standard #7:** Professional Community for Teachers & Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being **PSEL Standard #8:** Meaningful Engagement of Families & Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	acceptable level of student performance. Rubric Scale: 1 = Unacceptable 2 = Developing 3 = Proficient 4 = Exemplary	rubric during the spring 2019 semester.	**Result:** 1. All 3 scores are significantly above the target score of 3, Proficient. 2. The University Supervisor scores on PSELs 6 & 7 were equal to or above the score of the on-site advisors. This indicates that on-site advisors have improved in providing opportunities and supervision of interns more consistent with the guidelines that they receive from the program director in spite of the diversity of regions, school sizes, and experiences provided to interns in relation to this learner outcome. 3. PSEL 8 while still significantly above the target was scored slightly lower by the University Supervisor than the on-site advisor because the University Supervisor is more aware of the overall experiences of the interns related to this learner outcome before coming to the program and probably has slightly higher expectations.
5. 2018-19 Graduating Student Survey (indirect)	Survey conducted by Academic Affairs aggregates statements into the percentage students responded "Agree" or "Strongly Agree" for each provided statement.	Collection/Population: Included are the results from the 2018-2019 Graduating Student Survey (GSS). This survey was sent to students who graduated in December 2018 and May 2019, as well as students who will graduate in August 2019.	(see table below)

Evaluation of Development	
Survey Statement N = 10	Percent Agree or Strongly Agree
I believe I have the knowledge and skills necessary to be effective at making positive changes in my community.	90
I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	90
I feel a sense of commitment to serve others throughout my lifetime.	90
I'm aware of how I might apply what I've learned at Marymount to serve my community.	90

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define the acceptable level of student performance.*	Data Collection *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	Result *Did you meet your target? What was the result?*
			Result: 1. In all 4 areas related to engaging a network of learning community stakeholders in meaningful and reciprocal ways to promote student academic success and well-being alumnae scored 90, an exemplary score. 2. These 4 statements correlate very closely with this specific learner outcome.

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

1. In all areas related to Learning Outcome 1, students scored significantly above the target score of 3.
2. Scores for all PSELs reflect significant grasp of content noted by the professor and the University Supervisor.
3. Observed application of the PSELs related to this learner outcome validate that students successfully applied knowledge to the practical situations of their internships.
4. The lowest score was a 3.38 for the professor of PSEL 8. This indicates an honest assessment of new students. Since all other scores are significantly above this, scores demonstrate student growth in knowledge and application.
5. Implications are that this learner outcome is closely allied to the mission and purpose of the program as a whole and that students come with solid school experience and build on it as they continue to develop and engage a network of learning community stakeholders in meaningful and reciprocal ways to promote student academic success and well-being

Discuss planned curricular or program improvements <u>for this year based on assessment of outcome</u>:

Since this is the first year that the new rubrics related to the new PSELs were fully integrated, we need to see how next year's scores compare to this year's scores before making any specific plans for improvements. We will focus on the scores for PSEL 5 and ED 592 especially in the area of the University Supervisor and Internship scores. In addition, since our scores are all significantly above target, since we are creating our materials to submit to CAEP for our re-accreditation, since this is the first time we have worked through a CAEP accreditation process, and since the CAEP evaluation is tied into the VDOE licensure approval of the program, we need to see what recommendations come from CAEP before engaging in major plans

Appendices *(please only include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)*

Standard #4: Curriculum, Instruction, and Assessment			
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. (MU LO # 2, VA UPS #1)			

Evidence documents that the candidate is able to:

1	2	3	4
Unacceptable	Developing/ Needs Improvement	Proficient *Proficient is the expected level of performance.*	Exemplary *In addition to meeting the requirements for Proficient...*
_____Discuss a belief that teachers are responsible for instruction that align with academic standards _____Articulate a belief that there is one best way to deliver instruction _____Ignore the use of technology in the school setting _____Discuss the use of assessment solely as a means to evaluate students .	_____Discuss a means to implement instruction which aligns with academic standards _____Align curriculum across grade levels _____Discuss how teachers can use developmentally appropriate instruction _____Discuss the use of technology in the school setting _____Discuss the purpose of assessment data for school reporting	_____Discuss a means to implement curriculum, instruction, and assessment that align with academic standards _____Align systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success _____Discuss how leadership can promote developmentally appropriate instruction _____Promote the effective use of technology for instructional purposes _____Use assessment data appropriately to monitor student progress.	_____Discuss a means to implement curriculum, instruction, and assessment that align with academic standards, and are culturally responsive. _____Align systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success and a love of learning, _____Articulate how leadership can promote developmentally appropriate instruction which meets the needs of each student, is intellectually challenging and is personalized. _____Promote the effective use of technology in the service of teaching and learning. _____Use assessment data appropriately to monitor student progress and improve instruction.

Standard #5: Community of Care and Support for Students
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. (MU LO #2, VA UPS # 5)

Evidence documents that the candidate is able to:

1	2	3	4
Unacceptable	**Developing/ Needs Improvement**	**Proficient** *Proficient is the expected level of performance*	**Exemplary** *In addition to meeting the requirements for Proficient…*
_____Infer that school safety is beyond the control of the school leadership _____Articulate a belief that the school is responsible solely to deliver the instruction _____Infer that student conduct is determined by a lack of home discipline	_____Plan for a safe school environment which meets legal requirements _____Plan for a system of academic, and accommodations to meet legal requirements _____Reflect on the difficulty of creating respectful relationships within the school setting	_____Plan for a safe school environment that promotes the well-being of each student _____Plan for a system of academic, extracurricular activities, and accommodations to meet a range of learning needs. _____Reflect on how school leadership promotes positive student conduct and respectful relationships between and among students, families, school and community	_____Plan for a safe, caring, and healthy school environment that promotes the well-being of each student _____Plan for a system of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. _____Reflect on how school leadership cultivates and reinforces student engagement in school, positive student conduct and respectful relationships between and among students, families, school and community

Standard #6: Professional Capacity of School Personnel			
Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. (MU LO # 3, VA UPS #3)			

Evidence documents that the candidate is able to:

1	2	3	4
Unacceptable	**Developing/ Needs Improvement**	**Proficient** *Proficient is the expected level of performance.*	**Exemplary** *In addition to meeting the requirements for Proficient...*
_____Infer that hiring effective teachers and other professional staff is not in the control of the school principal. _____Articulate a belief that each new teacher or staff member is responsible to learn school policy _____Infer that faculty who wish to learn and develop professionally should do so on their own _____Discuss the evaluation of faculty and staff without specific criteria	_____Discuss school division polices for hiring effective teachers and other professional staff. _____Discuss a means to introducing new personnel to the school's policies _____Plan in-service training for faculty _____Prepare a plan for evaluation of faculty and staff that meets legal requirements	_____Articulate best practices for recruiting and hiring effective teachers and other professional staff. _____Create a plan for introducing new personnel to the school and the school's policies _____Plan opportunities for learning and growth for faculty and professional staff _____Prepare a plan for evaluation of faculty and staff that includes actionable feedback and support for improvement. _____Reflect on how the leadership of the school promotes the personal and professional health of faculty and staff.	_____Articulate best practices for recruiting, hiring, and supporting effective and caring teachers and other professional staff. _____Create a plan for induction and mentoring of new personnel. _____Plan differentiated opportunities for learning and growth for faculty and professional staff _____Prepare a plan for research based supervision and evaluation of faculty and staff that includes actionable feedback and support for continuous learning and improvement. _____Reflect on how the leadership of the school promotes the personal and professional health, well-being, and work-life balance of faculty, staff and self.

Standard #7: Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. (MU LO # 3, VA UPS # 1 & 3)

Evidence documents that the candidate is able to:

1	2	3	4
Unacceptable	**Developing/ Needs Improvement**	**Proficient** *Proficient is the expected level of performance.*	**Exemplary** *In addition to meeting the requirements for Proficient...*
_____Imply that workplace conditions do not impact student learning _____Infer that the principal cannot be held responsible for the success of students _____Express a belief that some teachers cannot improve their practice	_____Discuss the impact of workplace conditions in the school setting _____Reflect on the responsibility of leadership for the reputation of the school _____Articulate a means for promoting mutual accountability among faculty and staff for the reputation of the school _____Express a belief that teachers should examination their practice.	_____Discuss workplace conditions that promote effective professional development and student learning _____Reflect on the responsibility of leadership for meeting the needs of each student _____Articulate a means for promoting mutual accountability among faculty and staff for the success of all students _____Plan for school wide opportunities for collaborative examination of practice.	_____Discuss workplace conditions that promote effective professional development and student learning through open communication and collaboration. _____Reflect on the collective responsibility of leadership, faculty and staff for meeting the needs of each student _____Articulate a means for promoting mutual accountability among faculty and staff for the success of all students and the continuous improvement of practice _____Plan for school wide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

Standard #8: Meaningful Engagement with Families and Communities

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. (MU LO #3, VA UPS # 5)

Evidence documents that the candidate is able to:

1	2	3	4
Unacceptable	**Developing/ Needs Improvement**	**Proficient** *Proficient is the expected level of performance.*	**Exemplary** *In addition to meeting the requirements for Proficient...*
_____Articulate a belief that the school principal should avoid creating relationships with families and community _____Infer that the school leadership's is not responsible for responding to the complaints and concerns of families and community _____Imply that the school should limit relationships with the community _____Discuss the problems of allowing the community to access the school	_____Discuss why the school principal should keep a positive relationship with families _____Discuss how the school leadership's can respond to the complaints and concerns of families and community _____Create means for the school community to partner with the community's financial resources _____Discuss the benefits of allowing the community to access the school	_____Reflect on the school leadership's role in creating and sustaining positive relationships with families _____Develop plans to engage families in open communication about the school, students, needs, and accomplishments. _____Create means for the school community to partner with families to support student learning and employ the community's financial resources _____Develop plans to provide the school as a resource for families.	_____Reflect on the school leadership's role in creating and sustaining positive, collaborative, and productive relationships with families and the community _____Develop plans to engage families and the community in open communication about the school, students, needs, problems, and accomplishments. _____Create means for the school community to partner with families to support student learning in and out of school and employ the community's cultural, social, intellectual, and political resources _____Develop plans to provide the school as a resource for families and the community.