

Assessment: Assessment Plan

Degree Program - COE - DE - Educational Leadership (MED)

CIP Code: 13.0401.00

Disciplinary Accrediting Body: Council for the Accreditation of Educator Preparation (CAEP)

Next Accrediting Agency Review: 2021

Degree Program Coordinator: Ricardo Molina

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Program Purpose Statement: The M.Ed. Program in Educational Leadership with Principal Certification Preparation develops the foundational knowledge and skills needed to build relationships that work, and to implement reform in an entry-level administrative position in K-12 schools and create a culture for reform. The Educational Leadership M.Ed. Program's Trademark Outcome "Preparing Performance-Ready Principals for Struggling Schools" is operationalized throughout all phases of the EDLD M.Ed. curriculum and within all program courses via four curriculum design threads: instructional leadership; data-driven decision making; communication for change; and results for all students. Ultimately, the knowledge and skills developed will allow graduates of the program to manage people, processes, and climate, becoming performance-ready principals for struggling schools.

Assessment Coordinator: Dusty Palmer, Kara Page

Modality: Fully Online (86-99% Online), Hybrid/Blended, Electronic-to-Group, Off Campus Face-to-Face

Student Learning Outcome: SLO(1): Performance Assessment for School Leaders (PASL)

The student will identify and resolve a significant problem of practice, establish and support effective professional development, and build a collaborative team to improve school culture.

Outcome Status: Active

Outcome Type: Student Learning

Start Date: 03/01/2020

Assessment Methods

Exam - Problem Solving in the Field--PASL TASK 1

In this task, students will demonstrate their ability to address and resolve a significant problem/challenge in their school that influences instructional practice and student learning (Active)

Criterion: This exam is measured on a four-point rubric wherein the student is expected to score at least a composite score of 42 on PASL TASK 1, 2, and 3 combined. 80% of cohort students will score the minimum score or higher. See attached rubric for indicator details.

Schedule: The PASL assessment is submitted at the end of the internship courses. 90% of coursework is successfully completed prior to students submitting the PASL.

Related Documents:

[PASL Task 1 Rubric.pdf](#)

Exam - Designing Building-level Professional Development--PASL TASK 2

In this task, students will demonstrate their skills in establishing and supporting effective and continuous professional development with staff for the purpose of improved instruction and student learning. (Active)

Criterion: This exam is measured on a four-point rubric wherein the student is expected to score at least a composite score of 42 on PASL TASK 1, 2, and 3 combined. 80% of cohort students will score the minimum score or higher. See attached rubric for indicator details.

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Schedule: The PASL assessment is submitted at the end of the internship courses. 90% of coursework is successfully completed prior to students submitting the PASL.

Related Documents:

[PASL Task 2 Rubric.pdf](#)

Exam - Creating a Collaborative Culture--PASL TASK 3

In this task, students will demonstrate their ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instruction, student achievement, and the school culture. (Active)

Criterion: This exam is measured on a four-point rubric wherein the student is expected to score at least a composite score of 42 on PASL TASK 1, 2, and 3 combined. 80% of cohort students will score the minimum score or higher. See attached rubric for indicator details.

Schedule: The PASL assessment is submitted at the end of the internship courses. 90% of coursework is successfully completed prior to students submitting the PASL.

Related Documents:

[PASL Task 3 Rubric.pdf](#)

Student Learning Outcome: SLO(2): Principal as an Instructional Leader Certification Exam

The student will demonstrate knowledge of the six domains for the (268) Principal as Instructional Leadership Certification Exam. The six domains include: school culture, leading learning, human capital, executive leadership, strategic operations, ethics, equity, and diversity.

Outcome Status: Active

Outcome Type: Student Learning

Start Date: 01/01/2020

Assessment Methods

Exam - 1. (268) Practice Exam for Principal as an Instructional Leader (Active)

Criterion: This exam is measured on the six domains plus the integrated constructed-response questions. However, the interactive practice exam did not have the constructed-response portion. The rationale for students to complete the practice exam is to provide a benchmark score of where their learning is and where their learning needs to improve as they prepare for the official 268 certification exam. The results are inconclusive due to the incompleteness of the practice test.

Schedule: The practice exam was taken mid-point of the coursework. The students took over the holiday break in December-January. The official 268 test was taken during the April-May months.

Related Documents:

[268 Preparation Manual.pdf](#)

Qualifying Exam - (268) Principal as Instructional Leader Certification Exam (Active)

Criterion: This exam is measured on the six domains plus the integrated constructed-response questions. The six domains include school culture, leading learning, human capital, executive leadership, strategic operations, ethics, equity, and diversity. The goal is for 80% of students to pass the first time taking the (268) principal as instructional leaders certification exam.

Schedule: The students took toward the end of their internship course. The exam took place from March-July depending on which cohort the student was in.

Related Documents:

[268 Preparation Manual.pdf](#)

Student Learning Outcome: SLO(3): Appraisal Qualifications

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The student will successfully obtain the AEL and T-TESS certification. Advancing Educational Leadership (AEL) is a three-day training required for principal certification and for appraising teachers. Texas Teacher Evaluation & Support System (T-TESS) is a 3-day training with an exam required for principal certification and for appraising teachers.

Outcome Status: Active

Outcome Type: Student Learning

Start Date: 08/17/2020

Assessment Methods

Professional Development Activities - AEL Certification (Active)

Criterion: Advancing Educational Leadership (AEL) is a three-day training required for principal certification and for appraising teachers. Students are responsible to self-register and take AEL from an external provider other than the university. Students submit their certification upon completion to the COE certification office.

Schedule: AEL can be taken anytime during the completion of the students' coursework.

Professional Development Activities - T-TESS Certification with (End-of-training Exam) (Active)

Criterion: Texas Teacher Evaluation & Support System (T-TESS) is a 3-day training with an exam required for principal certification and for appraising teachers. Students are responsible to self-register and take AEL from an external provider other than the university. Students submit their certification upon completion to the COE certification office.

Schedule: T-TESS is taken toward the end of the students' coursework. Professional development usually occurs in the last semester of the students' coursework.

Related Documents:

[T-TESS_Implementation_Guidebook.pdf](#)