

Educational Leadership Assessment

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INTRODUCTION

- The Educational Leadership Program prepares aspiring educators to be Principals, Directors of Curriculum/Instruction and Directors of Special Education/Pupil Services
- This presentation will focus on the Principal Licensure Program
- The program utilizes the Seven Wisconsin Administrator Standards to assess if students are meeting standards.
- The standards that we use in the program have been developed by a national governing body.

Purpose of Assessment

- Improve student learning
- Assist with evaluating instructional strategies
- Adjusting curriculum to reach program and learner outcomes

Assessment Process

- Alignment of learner outcomes with ISLLC standards (Interstate School Leaders Licensure Consortium).
- Combination of Formative and Summative Assessment utilized
- Benchmarks have been set to assist with student learning, instruction and curriculum assessment
- Rubric used to reinforce standards/student learning and instruction
- TracDat has been used to collect data

Educational Leadership Programs

- Principal Licensure Program
- Director of Instruction Licensure Program
- Director of Special Education/Pupil Service Program
- Cohorts: LaCrosse, Green Bay, Middleton, Eau Claire
- (16) Adjunct instructors
- Note: We will focus on the Principal Licensure Program

Principal Licensure Assessment

- There are three areas of assessment that are used in the program (Triangulation of Data)
- - Individual Student Score Sheets for Portfolio Development/Assessment
 - Capstone Portfolio
 - Exit Student Survey

Principalship 1 (Score Sheet)

- Student Score Sheet:
 - Standard 2: (Vision)
 - Question/Key concepts
 - Paper 3-4 pages (artifacts/reflection)
 - Scored 0-4 on paper (formative)
 - Benchmark set at 90% for all students with minimum score 3.6 on each standard
 - Data is entered into TracDat to evaluate student learning, instruction, curriculum

Capstone Portfolio

- Students complete the Capstone Portfolio to demonstrate knowledge/understanding of the standards at conclusion of the program (summative).
- Benchmark is set for 90% of students to be proficient in all standards upon the completion of the 1st portfolio submission
- Data is entered into - to evaluate student learning, instruction, curriculum

Student Exit Survey

- At the end of the program the student completes an Exit Survey
- Benchmark is set that 90% of the students will give a positive response (Strongly Agree or Agree) on the survey for each standard.
- Date is entered into TracDat to evaluate student learning, instruction and curriculum.

Strength of Process

- Standards are aligned with essential questions and key concepts being covered by instructors consistently in the four cohorts
- Benchmarks enable consistent evaluation of students, instruction and curriculum.
- TracDat assists with an organized and systematic process to work on continuous improvement in the Educational Leadership Program.
- Data is being used to reinforce best practice, student learning ,teaching and program development.

Area for Improvement

- Being able to communicate results of data collected to all instructors (18). We presently have one meeting in the summer.
- Development of ongoing professional development to evaluate student learning, instruction and curriculum
- Making sure that we develop realistic action plans to close the loop on areas of deficiency.
- Continue to develop relevant and manageable assessments that will demonstrate student learning , improve instruction, and modify curriculum .

Questions