Unit Assessment Plan Guidelines
Office of the Provost and Academic Affairs

Educational Leadership, MS

Learning Goals and Objectives
The M.S. in Educational Leadership is committed to ensuring graduates acquire:

> LO1. Tangible skills that are immediately useful in using and understanding educational research and its application to problems of practice in a variety of educational settings; and
> LO2. Ability to apply data-driven methods and strategies to develop, implement, evaluate, and research educational programs.

Assessment Methods
The M.S. course sequence has direct measures of student learning in all required class. Each class has multiple assignments that are graded allowing for the collection of a variety of mixed-methods data aligned to the course objectives (see Appendix).

Assessment Process
Both learning obejctives will be assessed annually across the key course-based assignments and course evaluations.

Status, Outcomes and Results
Student assignments, course evaluations, and course instructor comments / ratings are reviewed by the Department Head and Program Director. The course review occurs once a year after course materials are collected. Course reviews guide revisions in course sequencing and practicum requirements for the following year's cohort. Additionally, at the annual faculty retreat, faculty dialogue about the program's curriculum; examine effective advising structures; and review the previous year's performance data. If needed, an ad hoc committee of faculty will be assembled to examine key issues and recommend programmatic changes.

Decisions, Plans and Recommendations
A full overhaul of the curriculum and renaming of the degree is expected to be conducted during 2018-19 academic year. Curriculum revision will be undertaken both to adjust to other curricular changes in the EMPL department and to increase the coherence of the degree coursework.

Appendix

EdLd 550 Data & Information Retrieval	1. Find and understand research literature in the field of education 2. Develop a conceptual understanding of how research literature is organized and made available 3. Obtain the knowledge and skills necessary to locate, acquire, a critically evaluate educational research 4. Be able to locate and recognize key constituents of a literature synthesis and research article, and critically evaluate the information.
EdLd 607 Exec. Leadership Institute	1. Identify opportunities for equity leadership that arise out of challenges. (Conference presentations; online modules; readings) 2. Define effective practices and integrate new models of thinking to enhance equity leadership at every level of action (conference presentations; online modules; Action Plan Design; Equity Leadership Engagement) 3. Design and construct a model for encouraging equity leadership in your organization (Action Plan; Equity Leadership Engagement) 4. Understand how Inclusive Equity Excellence can shift your organization toward a new mindset. (Action Plan; Equity Leadership Engagement)
EdLd 610 Social Science Research Methods	1. Developed a critical understanding of the nature, process, development and warranting of knowledge claims in social science research. 2. An increased understanding of the uses, strengths/limitations, bias/fairness, ethics of evidence used for professional decision-making. 3. An understanding of methodological approaches and their utility for answering specific questions. 4. An increased recognition of the complimentary (and non-complimentary) aspects of various designs and approaches. 5. Improved their skills in accessing, evaluating, and using published research evidence in professional decision making. 6. Improved their ability to write with research (professional reports, proposals, grants, etc.)
EdLd 610 Info. Tech for Curriculum Design	1. Experience a variety of web-based technology tools useful for teaching in your areas of interest 2. Understand how technology can influence teaching and learning 3. Consider how the principles of Universal Design for Learning (UDL) and National Educational Standards for Students (NETS*S) can be achieved through web-based resources 4. Explore how technology can be integrated, utilized, and evaluated within the classroom.
EdLd 622 Leading Change	1. Understand the differences between operational/technical and adaptive change and experience an increase in students' capacity for adaptive actions. 2. Extend students' knowledge of the dynamics of everyday change in education by exploring current, real-life situations across the state. 3. Deepen their knowledge and understanding of educational change. 4. Cultivate a real-world change initiative to fit an actual organization, one that applies adaptive responsiveness.

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EdLd 610 Equity & Achievement	1. Students will anticipate and recognize how complex inequities occur *in-vivo* in administrative settings in schools and apply this knowledge to current situations as case studies in planning to enhance multicultural inclusiveness 2. Students will demonstrate increased awareness about how factors such as race, ethnicity, social class, exceptionality, gender, sexual orientation, religion, power and privilege impact outcomes in schools and professional administrative settings 3. Students will develop skills in various methods to collect and analyze equity and achievement data for schools and methods for translating such data into practicable school-level interventions 4. Students will develop skills in creating and implementing curriculum/program/policy elements that advance equity and multicultural inclusiveness 5. Students will advance their self-awareness about how personal cultural issues, biases, values and beliefs impact professional practice
EdLd 620 Educational Leadership	1. Understand past, current, and emergent literature relevant to leadership in general, and education leadership specifically 2. Identify the qualities of leadership and why trait-based leadership theories are shifting toward research-based best practices 3. Articulate the principles and disciplines that strengthen leadership credibility 4. Understand the dynamics and patterns of decision-making and change 5. Express a personal philosophy of leadership set within the context of education
EdLd 632 Educational Policy Analysis	1. Understand the nature of educational and social policy 2. Understand the challenges involved in conducting research on social policy issues 3. Become more aware of the most prevalent types of policy analyses 4. Develop an in-depth understanding of a policy issue and use that understanding as a frame of reference for interpreting and evaluating policy analyses related to that policy issue 5. Develop an understanding of techniques for the systematic analysis of complex state and national education policy issues 6. Enhance writing skills, particularly the ability to maintain an impartial stance relative to controversial policy issues
EdLd 637 Diversity in Education	1. Define and classify your own individual values, beliefs, and biases around issues of diversity and culture. 2. Comprehensively describe how these values, beliefs, and biases impact your interactions with people of diverse backgrounds 3. Demonstrate an understanding of major conceptualizations regarding ethnic and cultural identity development, gender roles, sexual orientation, and within-and between-group similarities and differences among various diverse groups 4. Demonstrate an understanding of the functions and influence of stereotyping, prejudice, and in-and out-group biases in shaping people's beliefs and behaviors towards others 5. Identify possible other "worldviews" that may be incongruent with your own 6. Demonstrate an understanding of major models of cultural sensitivity and attitudinal stages of culturally different individuals 7. Apply these conceptual models to yourself and others with whom you work to foster understanding of the impact of diversity issues on our lives 8. Identify how your values, beliefs, and biases may exclude you from working with a particular individual or population
EdLd 641 Standards & Accountability Systems	1. Skills accessing quality information regarding standards and accountability 2. Skills analyzing policy development & implementation related to standards and accountability systems 3. Skills critiquing standards systems 4. Skills aligning standards & assessments 5. Skills setting performance standards and cut scores

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EdLd 644 Learning Organizations	1. Conduct an organizational audit as evidenced by a written report and a virtual presentation as part of the class. 2. Develop an understanding of learning organizations and what differentiates organizations that learn from those that do not. 3. Understand past, current, and emergent models relevant to organizations in general, and education leadership specifically. 4. Apply learned theoretical frameworks to relevant, real-world examples utilizing technology and other media. 5. Identify elements of adaptive change within real-world examples (through on-line resources and video technology. 6. Further develop the capacity to lead learning organizations by focusing on key characteristics of quality leadership as well as identifying and utilizing various group process tools.
EdLd 647 Professional Issues I	1. Be introduced to the concept of validity through three perspectives [Messick, Kane, and Maxwell]. 2. Become introduced to the concept of Toulmin's written argumentation. 3. Clearly understand the similarities and differences between Messick's, Kane's, and Maxwell's key concepts. 4. Be introduced to design and questions as they apply to qualitative and quantitative research.
EdLd 659 Professional Writing	1. Learn how to locate and value different sources of technical information in education and psychology to develop both a theoretical and empirical framework and argument. 2. Become proficient in analyzing, concatenating, integrating, and synthesizing educational literature to articulate a theoretically and empirically supported framework upon which to build a convincing perspective. 3. Learn to write literature syntheses that require a clear choice of structural composition and use of a range of empirical articles to build a coherent argument. 4. Identify personal strengths and needs as a professional writer focusing on grammatical and editorial skills that support effective writing at all levels: word usage, sentence construction, paragraph organization, and section development. 5. Become familiar with the American Psychological Association (APA) writing style.
EdLd 683 State & Local Policy	1. Students will gain greater familiarity with the policy development process, particularly at the state level 2. Students will understand better the values and mechanisms that underlie the policy process in a federal democratic system like the United States 3. Students will consider the new role of the state in policy formulation and implementation and the implications for local school districts and school buildings 4. Students will become familiar with at least one specific example of the education policy process derived from the instructor's experience developing policy at the state and national levels 5. Students will develop your own skills as a policy analyst by considering the implications of policies for your district and school
EDUC 614 Ed. Statistics	1. Students will achieve knowledge around appropriate research designs 2. Students will achieve knowledge around appropriate data requirements 3. Students will achieve knowledge around statistical analyses appropriate for research questions 4. Students will achieve knowledge around appropriate statistical analyses for multivariate research designs