

Unit Assessment Plan Guidelines

Office of the Provost and Academic Affairs

Educational Leadership, DEd

Learning Goals and Objectives

LO1. Evidence-Based Decision-Making

- Read and critically consume research
- Translate research into practice, decisions, and policy
- Gather and apply empirical evidence in practice
- Understand how to conduct/supervise field based research

LO2. Teaching, Learning, & Assessment

- Knowledge and understanding of classroom and large scale assessment
- Knowledge and understanding of teaching and learning issues in schools
- Application of program planning and development

LO3. Management & Organization

- Knowledge and understanding of leadership systems and methods
- Knowledge and understanding to manage educational organizations

LO4. Policy Development & Implementation

- Knowledge and understanding of the policy process, from adoption to implementation
- Knowledge and understanding of school law and ethics
- Knowledge and understanding of national, state, and local policy issues

LO5. Communication

- Effective oral and written communication with diverse stakeholders
- Knowledge and understanding of diversity issues
- Knowledge and understanding of organizational identity
- Knowledge and understanding of strategic communication

Assessment Methods

The program goals are assessed through seven portfolio competency products, described below. The competencies have been refined over the years, and the first six competencies are now derived through integration across the three courses (a technical writing course, a research methods course, and a “content” course) taken in each term.

1. *Policy Brief* – Three courses are taken in the fall of Year 1 (EDLD 663 Measurement in Research, EDLD 696 Professional Writing I, and EDLD 632 Education Policy Analysis). Students will develop the skills in these three courses to create an integrated competency product, a **Policy Brief** which describes and critiques a policy relevant to the student’s dissertation topic that is part of a local or state education agency. In EDLD 663, they will learn the skills to create a measure and evaluate measurement research, skills that will be used in the evaluation of their selected policy. EDLD 696 focuses on APA style and mechanics, which will be utilized in the creation of the policy brief, employing APA style for headings, in-text citations, and the reference list as well as APA writing conventions appropriate for academic social science writing. EDLD 632 teaches students to analyze a policy with a traditional alternatives-criteria matrix, which enables them to forecast likely outcomes of different policy options. Taken together, these three courses will

result in a policy brief that will eventually feed into the student's dissertation by providing background on the policy context for the dissertation study topic. Further, this terms' integrated thematic project will equip students to engage in one of Oregon's professional conferences, OSBA or COSA as an attendee with the emerging analytic skills to address current policy topics in the state.

2. *Grant Application* – Three courses are taken in the winter of Year 1 (EDUC 614 Educational Statistics, EDLD 697 Professional Writing II, and EDLD 624 Leading for Equity). Students will develop the skills in these three courses to create an integrated competency product, a **Grant Application** which could be submitted for funding. In EDLD 614, students will learn fundamental statistical skills to analyze quantitative data, skills that will be explained in the methods section of the grant application. EDLD 697 focuses on systematic search procedures for peer-reviewed articles on the student's selected dissertation topic, which will be utilized in the case argument section of the grant application, providing an introduction to the topic that highlights the need for the student's proposed study. EDLD 624 teaches students to examine problems of practice from an equity stance, which will contribute to the significance section of the grant application. Taken together, these three courses will result in a grant application that will eventually feed into the student's dissertation by providing background on the topic, an equity lens through which to view the need for the study, and the research base from which to build.
3. *Literature Synthesis* – Three courses are taken in the spring of Year 1 (EDUC 640 Applied Statistical Design and Analysis, EDLD 698 Professional Writing III, and EDLD 631 Meeting the Needs of English Learners). Students will develop the skills in these three courses to create an integrated competency product, a **Literature Synthesis**. In EDLD 640, students will further develop the statistical skills to critique the study methods found in the prior research on their topic (research collected in winter term in EDLD 697). EDLD 698 focuses on synthesizing the prior research on the student's selected dissertation topic and EDLD 631 teaches students to examine further problems of practice from an equity stance, building insights into how education problems of practice can serve all students, inclusive of English Learners. Taken together, these three courses will result in the student's literature review that will feed directly into the student's dissertation proposal as well as chapter 1 of the final dissertation.
4. *Conference Presentation* – Three courses are taking in the fall of Year 2 (EDLD 625 Survey and Questionnaire Design, EDLD 643 Evidence-Based Decision Making, and EDLD 638 Advanced School Law. Students will develop the skills in these three courses to create an integrated competency product, a **Conference Presentation** to be presented at the statewide Law Conference held in Eugene in early December. In EDLD 625, students will learn how to create and administer a statistically valid survey. EDLD 643 teaches students to employ an evidence-based approach to problems of practice in classrooms, schools, and school systems and EDLD 638 provides a foundation for students to understand the legal context of schools and the ensuing nuances of working toward educational improvement within the constraints of the legal framework of the public education system. Taken together, these three courses will result in a conference presentation that will feed directly into the student's presentation for their dissertation proposal meeting and provide them professional practice presenting academic work and answering questions from the audience (simulating the dissertation proposal meeting and process).

5. *Study Design* – Three courses are taken in the winter of Year 2 (EDUC 620 Program Evaluation I, EDLD 692 Research Writing, and EDLD 644 Learning Organizations). Students will develop the skills in these three courses to create an integrated competency product, a **Study Design** document. In EDUC 620, students will outline a plan for how to conduct a program evaluation within an educational setting in EDUC 621 in spring term. EDLD 692 walks the students through each element of the methods section of the dissertation proposal (which will become chapter 2 of the dissertation in year 3) and EDLD 644 teaches students to examine change through an organizational lens, which will feed into the implications section of the dissertation proposal and eventually become part of chapter 4 of the dissertation.

6. *Dissertation Proposal* – Three courses are taken in the spring of Year 2 (EDUC 621 Program Evaluation II, EDLD 699 Dissertation Methods Apprenticeship, and EDLD 623 Cultural Adaptation of Evidence-Based Practices). Students will develop the skills in these three courses to create the final integrated competency product, a **Dissertation Proposal**, which builds on the thematic products produced in the previous five terms as well as the courses taken this term. In EDUC 621, students will conduct a program evaluation within an educational setting to gain experience presenting study findings (a skill which will be needed in year 3 when they present their study results in chapter 3 of the dissertation). EDLD 623 provides a foundation for students to understand how study findings have implications for other contexts (which will become part of chapter 4 of the dissertation in year 3) and EDLD 699 consolidates the two years of coursework into a final dissertation proposal prepared with two major sections: (a) an introduction section that includes the policy context from fall of year 1, the case argument from winter of year 1, the literature review from spring of year 2 and (b) a methods section that includes a study design document and implications for improving outcomes in school, districts, and school systems.

7. *Curriculum Vitae Update* – After all coursework is completed, DEd students update their professional **Curriculum Vitae** and submit it, along with an updated Planned Program (signed by their advisor), showing that they have successfully completed all required pre-advancement coursework, along with their request for Advancement to Candidacy.

Assessment Process

Spring term just prior to graduation, one-half of the graduating student files will be randomly pulled and evaluated on the learning objectives per the schedule below:

Learning Objective	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23
LO1	X		X		X
LO2	X		X		X
LO3	X		X		X
LO4		X		X	
LO5		X		X	

Status, Outcomes and Results

The Program Director will summarize the findings for sampled students and disseminate the summary to all program faculty.

Decisions Plans and Recommendations

The annual fall planning will be used to review any evidence of unmet learning outcomes followed by development of action plan to remedy. Action plan will be appended to current strategic plan.