Template for Program Assessment Report

Name of the program: School Building Leadership
Year (15-16) Assessment report:
Date: June 30, 2016
Faculty Participant: Dr. Sarah McPherson

1. Which program learning outcomes have been assessed for the planned academic year?

The SPA for the School Building Leadership program is Educational Leadership Constituent Council (ELCC). In March 2012 an application for national recognition of the NYIT SLAT program was submitted. The assessments are attached. The Reviewers Decision was received in August 2012, as Nationally Recognized with Conditions. The Reviewers Decision for the Response to Conditions was that the conditions were not sufficiently met. The ELCC 2011 standards were used for the response, rather than ELCC 2002. We contacted the SPA coordinator and requested an extension to submit a new application using the ELCC 2011 standards. The Extension was granted with the initial application due September 2016.

Program Learning Outcomes will be assessed using Keystone Assignments in each course as listed in TaskStream (see below). Example revised assessment aligned with elements of the ELCC2011 standards are included for each course.

EDLT 800 ORGANIZATIONAL BEHAVIOR AND LEADERSHIP
Candidates will develop a personal philosophy for leadership and technology in creating a school learning community. The philosophy will include a shared innovative vision for 21st century teaching and learning. The philosophy will reflect school culture and address innovative instructional programs conducive to 21st century student learning and staff professional development and growth. The candidate’s philosophy will describe a learning environment created for safe, efficient and effective for learning. The philosophy will address strategies for preparing all students for their role in a diverse and global society. The philosophy statement will provide the political, social, economic, legal and cultural context of the school community, its mission and vision, and culture to prepare children for their future.

Keystone Assignment Vision Statement: Candidates will develop a vision statement. The vision should demonstrate understanding, articulation, and implementation of a shared vision of learning for your school that promotes the success of all students. Include the demographics of the school where you are currently working.
1. Develop a vision statement for the school where you are currently working. The vision should include your beliefs for optimizing student learning and the necessary support systems. Include examples, research, and supporting theories to explain or defend your vision. The vision statement should be one to two sentences that describe the overall direction of the school’s future. Where can you imagine the school going? (1.1)
2. Provide evidence of a ‘shared’ vision demonstrating collaboration with stakeholders to get their input and buy-in to your vision. How will you communicate the vision to staff, parents, and community members? Provide documentation of meeting with stakeholders - principal, other administrators and teachers, and students for feedback and input. (This could be video, interviews, surveys or focus groups). (1.1)
3. Demonstrate how you used data to direct the vision. Ex. This year we have x% students at 2 on state assessments. My vision is to increase the scores by 10% every year for the next five years. Examples of relevant information sources include student assessment results, student and family demographic data, and an analysis of community needs. Examples of relevant theories and knowledge include the diversity of learners and learner’s needs, and schools as interactive social and cultural systems. (1.2)
4. Develop an outline for a school improvement plan that will serve to guide accomplishing the vision, i.e. curriculum, professional development, technology, special programs etc. (1.3)
5. Design an evaluation plan to monitor progress of school plans and revisions supported by stake holders. (1.4)

ELCC Building Level Standards - 1.1, 1.2, 1.3, and 1.4

EDLT 805 Leadership in Technology I and EDLT 815 Leadership in Technology II Candidates will develop a strategic technology plan for use in instructional programs and information management systems for meeting school goals and national, state and district standards. The technology plan will include needs analysis for school improvement, efficient resource allocations, and innovative technology configurations and applications. The plans must include data driven decision-making and evaluation of the effectiveness of technologies applications for improving the educational experience for diverse student learners. The technology plan will be prepared as a grant proposal and presentation to gain support from the school community, school board and community stakeholders. Details will include complete budget requirements, potential funding sources, professional development experiences, and compatibility with existing technology, infrastructure, space resources, school culture and environment. The detailed plan will include information
systems and compliance with legal and ethical aspects of confidentiality, privacy, and security. The plan should be aligned New York State mandates and guidelines for technology in education. Candidates are to develop a mock grant proposal to create a collaborative, comprehensive and elegant instructional technology-learning environment to support teaching and learning in a 21st century school.

**Keystone Assignment Technology Plan for Increasing Learning:** Candidates will create a technology plan for improving student learning. The technology plan will be grounded in learning and teaching needs of both students and teachers and integrated into current best practices. The vision for learning must be correlated with the goals and objectives for technology use. The technology plan will include the following:

I. Two goals with concurrent objectives and strategies for improving learning outcomes for students as a result of the implementation of technology.

II. One goal with concurrent objectives and strategies for addressing teacher needs to help students achieve learning outcomes based on the scenarios

In developing your goals, strategies, and objectives, ask the following questions:

- How will technology support the curriculum? For example, how does technology support collaborative learning, problem based instruction, critical thinking, and constructivist classrooms?
- What technology skills are part of the curriculum and how does teaching these technology skills enhance and support the instructional program? Areas to consider may include keyboarding skills, word, excel, power point and the use of electronic grade books, LMS, 1-1, BYOD, etc.
- How will technology support the changing roles and students and teachers? How will technology support grouping strategies, teacher as facilitator rather than disseminator of information, teacher as co-learner, student as explorer, and other changing roles?

The following will also be included in the technology plan:

- A comprehensive needs assessment targeting technology’s importance for the school
- A clearly written action plan for the implementation of the plan
- A budget analysis and funding resources
- A professional development plan to correspond to the plan
- The final plan will be presented in both written format and online presentation for classmates. This final presentation should be done using PowerPoint or a similar tool and posted to the discussion board in a PDF version of the presentation.

**ELCC Building Level Standards** - 1.2, 1.4, 2.2, 2.3, 2.4, 3.

**EDLT 810 Educational Research and Evaluation**

Candidates will synthesize research that demonstrates various methodologies characteristic of evidence-based instructional programs. Candidates will produce a report and presentation of research-based best practices for developing an innovative vision for the education of diverse 21st century learners. The report will include current research that addresses the political, social, economic, legal, and cultural context of a democratic 21st century school community.

**Keystone Assignment Case Study:** Candidates will develop a case study which describes school goals and the effectiveness of strategies for meeting those goals (1.2). The case study will include identification of a target problem in the school management and operation system (3.1), the research design for analyzing the problem and strategies implemented, the methodology for collecting data (existing or expected) and anticipated outcomes. The case study will include a literature review for background information of how similar problems are addressed, monitored and resolved. The case study will be written to communicate to community stakeholders (4.3).

Your paper should include the following components (using APA style):

a) Research topic/question
b) Introduction
c) Background information from literature review
d) Proposed methodology
e) Instruments for data collection
f) Data (existing or expected)
g) Conclusions and Recommendations
h) References

**ELCC Building Level Standards** - ELCC 1.2, 3.1, 4.3
EDLT 820 Developmental Supervision of Instructional Programs
Candidates will design faculty supervision and evaluation plans, policies and procedures using goal setting, observations, reflection, formative and summative evaluation to support effective teaching and learning of diverse 21st century learners.

Keystone Assignment Application of Supervisory Leadership Paper
As an aspiring building-level administrator, you will be challenged to meet both the present and future needs of your students, your staff and community stakeholders. In order to meet these multifaceted challenges you must be possess numerous expert leadership skills. Supervision of the staff and curriculum are just two of those skills. In this Keystone Assignment, you are provided with the opportunity to evaluate the supervisory process of your current school or institution and using research and data, revamp/improve the formative and summative evaluation processes (1.4).

I. Evaluate the supervisory process of your school or institution (2.2). If you do not work in an educational setting, contact a local school district and connect with an administrator such as a building principal, departmental supervisor or Central Office personnel.
The evaluation should address the following issues:
1. The philosophy or purpose behind the process to support distributed leadership (both formal and informal).(3.4)
2. The forms or outlines used to determine both summative and formative teacher evaluations.(3.5)
3. An analysis of the efficacy of the process on job performance, does it do what it is meant to or is it simply perfunctory? (3.1)

II. Then, acting in an Instructional Supervisory capacity, re-design or enhance the process utilizing research and data. What changes would you make to the evaluation process based on your research, the readings and class discussions? (2.3)

How would you get the teachers’ association on board? (3.3)
Be sure to include any contractual or political (Board of Education) implications for changing the processes. (3.3)

ELCC Building Level Standards - 1.3, 2.2, 2.3, 3.1, 3.3, 3.4, and 3.5

EDLT 825 Curriculum Design, Implementation and Evaluation
Candidates will design a comprehensive School Improvement Plan (SIP) outlining curriculum and instructional goals and programs aligned with the shared school vision, resources and professional development to promote the success of ALL students in a safe, nurturing 21st Century learning environment. The SIP will include data analysis to identify the needs and incorporate data collection for evaluation of the effectiveness of the innovation plans.

Keystone Assessment Curriculum Development Project
Candidates will design will be a comprehensive school improvement plan outlining curriculum and instructional goals and programs, resources and assessments to promote the success of all students in a safe, nurturing 21st Century learning environment. Candidates will create a 3-minute video of their presentation, detailing each section and discussing their findings. The curriculum project will be designed for an identified group of struggling students. The plan will include determination their academic weaknesses, strategies for building collaboration among faculty, curriculum designed to address the student needs. Candidates will implement the curriculum plan, design assessments to monitor progress, and finally to reflect and reassess of the effectiveness of the curriculum plan for the identified group of struggling students.

Elements of the curriculum plan must include the following:
- School overview, exterior, neighborhood, location, grades, size of faculty, etc.
- Bar graph of target population and academic data for 3 years.
- Fishbone chart showing targeted student needs and possible causes.
- Timeline, strategies, standards and identified stakeholders (teachers).
- Details of one academic unit designed for target student group.
- Compilation of resources, online and other, for use in curriculum professional development and implementation.
- Assessment plan with sample assessments (pre, formative, and post).
- Implementation plans.
- Data to demonstrate effectiveness results.
- Reflection – lessons learned and modification needed.

ELCC Building Level Standards 1.1, 2.1, 2.2, 3.4, 3.5, 4.1
EDLT 830 Staff Development and Human Resource Administration Candidates will develop high quality professional development programs for faculty and staff that focus on promoting successful student learning and attainment of school improvement goals. Staff development proposed programs should be integral the school’s priorities and support academic and/or operations to enhance teaching and learning of all students. The programs should be based on data driven decision-making, relevant, readily implementable, and evaluated for their effectiveness, efficacy, and efficiency to promote student success.

Keystone assignment Professional Development Program
Candidates will develop a professional development program for hiring and developing high quality faculty that focus on promoting successful student learning and attainment of school improvement goals. The professional development program will demonstrate the following:
- Professional development integral to the school’s priorities and support academic and/or operations to build capacity for teaching and learning of all students. (3.4)
- Evidence of professional development plans based on data driven decision-making, needs analysis, relevance to student needs, readily implementable, and evaluated for effectiveness, efficacy, and efficiency to promote student success. (3.5)
- Personal and professional ethics, integrity, justice, and fairness that lead others to higher levels of performance, commitment, and motivation. (3.3)
- Building capacity for innovative technological initiatives for meeting school’s goals and student needs. (3.2)
- Strategies for evaluating the impact of the professional development on student learning, use of technology and quality teaching. (3.1)

ELCC Building Level Standards – 3.1, 3.2, 3.3, 3.4 3.5

EDLT 835 Educational Law, Policy and Ethics
Candidates will prepare case studies that synthesize legislation and court rulings relevant to current operations, procedures, and management of school curricular and professional development programs. The case studies will advocate for the concepts addressed in the vision and mission of the school for promoting success of ALL 21st century students. The case studies will address legal and ethical issues in schools today, and the political, social, economic, and cultural context as it applies to the candidate’s school or school district.

Keystone Assignment Moot Court Arguments
Candidates will demonstrate the breadth of knowledge necessary to understand the issues embedded in the problem, along with the social, political, economic and legal contexts if the issue with integrity and fairness in preparation of Moot Court Arguments. Candidates are required to formulate and argue each side of an issue making an informed determination based on the facts and applicable laws, practices and policies. Candidates must present the supporting law, practices and public policies pertaining to democratic values, equity and diversity in schools that affect and/or influence the resolution of the identified issue. The presentation of the argument will identify potential ethical pitfalls and the policies in place, or should be put into place, to resolve them. The conclusions will include strategies to promote social justice in schools in the context of the analysis and arguments derived from the scenario.

ELCC Building Level Standards - 5.1 5.2 5.3 5.4 5.5. 6.1. 6.2

EDLT 840 Resource Allocations
Candidates will develop operational plans for school resource management – acquisition utilization, maintenance, sustainability and evaluation – using data analysis for decision-making that promotes the success of all students.

Keystone Assessment Data Analysis Exercise
Candidates will present an example of data analysis drawn from a functioning school district. The form and content of the analysis will depend on the processes used by the district and must be approved by the instructor. Candidates will present the data, method of analysis, conclusions and recommendations based on the analysis.

ELCC Building Level Standards – 1.2, 1.4, 3.4, 4.1

Keystone Assessment Design Computer Lab Proposal
Candidates will plan, design and submit a proposal for a computer lab environment in the school in which they have a leadership role. The proposal will include a statement of need, diagram of floorplan, projected expenses and timeline for implementation.

ELCC Standards 2.4 and 6.3

Keystone Assessment Budget Development and Presentation:
Candidates will prepare and present a typical budget from their school or district. The presentation will demonstrate an
understanding of building and district level budget development processes, articulate resource allocation methodologies, and support the proposed budget.

ELCC Standards 1.1, 3.2, and 4.2

**EDLT 845 Internship and Seminar**

Throughout the 250-hour NYIT School Building Leadership internship candidates maintained an Activity Log recording the various administrative experience activities. EDLT 845, Internship and Seminar included the Activity Log as a requirement to receive a passing grade for the course. The Activity Log is a record of time spent on significant tasks congruent with the ELCC Standards, New York State School Building Leader Frameworks (NYSSBL) and NYIT School Leadership and Technology (SLAT) Program Outcomes. The Activity Log provides a record of the dates and times of the 250 hours required. Candidates were directed to record the information on a daily basis. Each candidate and his/her Building Cooperating Administrator reviewed each candidate’s entries weekly. The Building Cooperating Administrator signed off on the candidate’s entries as verification of the activities reported. The NYIT supervisors reviewed and discussed the Activity Log with each candidate during the on-site meetings. Three on-site meetings were held, approximately monthly, at each candidate’s location. At the monthly meetings, NYIT supervisors met with the candidates and, when possible, with the School Building Cooperating Administrators. NYIT supervisors and School Building Cooperating Administrators also met by phone, as needed. Candidates submitted the complete Activity Log at the end of the internship as part of the required documentation included in the e-portfolio. The e-portfolio consists of artifacts that demonstrate the candidates’ competencies for meeting each element of each standard.

**DRF: Educational Leadership and Technology - ELCC 2016 from TaskSTream**

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## Learning outcome and the standard alignment of each course

ELCC: Educational Leadership Constituents Council (ELCC) Standards for Advanced Programs in Educational Leadership (Building Level) revised Spring 2016.

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2. What measuring instruments were used for the assessment? (attach the criteria, or rubrics used)

Revised assessments and rubrics aligned to each element of each standard and uploaded to TaskStream.

3. What were the important findings? How well students achieved the targeted learning outcomes?

The findings were that the students are now better prepared for the Content Specialty Test (CST) for School Building Leaders. Keystone assessments are now aligned with the elements of the ELCC standards.

4. Select action items the faculty believes may enhance student learning. Decide who will be responsible for the action, and establish a timeline for completion.

In that the response to conditions was not satisfactory, the program will re-apply for national accreditation using the ELCC 2011 standards in September 2016. Dr. McPherson and the adjunct faculty have revised the keystone assessments to align with each element of the standards. The revised DRF with new keystones was uploaded to TaskStream in Spring 2016. Faculty administered and evaluated the revised assessments in courses in Spring and Summer 2016. This program has no full-time faculty assigned.

5. What is the assessment plan for next academic year?

The assessment plan for next year is prepare the ELCC SPA report for national accreditation due September 15, 2016. Dr. McPherson will continue to provide the adjunct faculty training to ensure the quality of the program, and prepare them to administer and evaluate the assessments in TaskStream.
Template for Program Assessment Plan
Name of the program: School Building Leadership Year
Assessment plan: 2016-2017
Date: June 30, 2016
Faculty Participant: Dr. Sarah McPherson

1. Select Learning Outcomes: Articulate which program learning outcome(s) will be assessed during the period of the plan.

*The learning outcomes are aligned with the ELCC- Educational Leadership Constituents Council (ELCC) Standards for Advanced Programs in Educational Leadership (Building Level), see [http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676](http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676) for the ELCC standards and descriptions.*

2. Identify measures: (For each of the learning outcomes you choose to assess, we suggest you use at least one direct and one indirect measuring instrument.)

*Direct measuring instruments include but are not limited to: Course-embedded assessments, portfolios, internship, capstone course, reflection, research project, standardized tests, etc. Indirect measuring instruments include but not limited to: Student survey, interview, alumni survey, employer survey, focus group, students' reflection, etc. We use TaskStream to host an e-portfolio for the students in the program.*

3. Identify benchmark for “success”:
   - **Benchmark 1** – Meet the requirements for national recognition by the ELCC SPA.
   - **Benchmark 2** - Minimum of 80% NYS certification test of School Building Leaders.
   - **Benchmark 3** - Align SLAT assessments with the CAEP accreditation requirements.

4. Plan Implementation and Timetable:
   - **Summer 2016** – Faculty evaluate the candidates performance on new assessments and rubrics
   - **Fall 2016** – Submit ELCC SPA report
   - **Spring 2017** – Review ELCC SPA report and design plan to meet any deficiencies cited in the national review report.
   - **Ongoing** – train faculty in implementing and evaluating assessments using TaskStream.
   - **Each semester** – review candidates’ performance on assessments
   - **As needed** – revise assessments and/or curriculum to better reflect requirements in elements of standards.