

Assurance of Student Learning Reflection 2024-2025

<i>College of Education and Behavioral Sciences</i>	<i>School of Leadership and Professional Studies</i>
<i>Master of Arts in Education, Instructional Leadership (Principal, All Grades) 0499</i>	
<i>Wes Cottongim & Nick Brake</i>	
<i>Is this an online program?</i> ☐ Yes ☐	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☐ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome	Graduates of WKU's education administration program will be proficient at a beginning-school leader's level for the Professional Standards for Educational Leaders.
Evaluation	The program coordinator will request annual SLLA completion data from the Kentucky Office of Educator Learning and Effectiveness. The percentage of program completers taking the SLLA in the previous year will be identified, and the percentage of students passing the SLLA on the first attempt will be calculated accordingly. Similarly, individual student data will be tracked over time to determine the percentage of students who take the SLLA and pass on the second or subsequent attempt.
Measurement Instruments	School Leaders Licensure Assessment (SLLA) The SLLA is a national exam administered by the Educational Testing Service (ETS) on contract with the state of Kentucky. Kentucky regulations require individuals seeking initial licensure for school principal to successfully pass the SLLA.
Criteria & Targets	The cut score for the SLLA 6990, which will be required by the time this proposal is approved, will be set at a future date by the Educational Professional Standards Board. For all WKU program participants are graduates seeking initial certification, 90% of all test takers will reach the minimum passing score on their first attempt, and 100% of all test takers will reach the minimum passing score on a subsequent attempt or attempts.
Results & Conclusion	100% of test takers from the MAE-Instructional Leadership, School Principal from 2022-2023 passed the SLLA 6990 on the first attempt. Our students have been successful on the SLLA 6990. We have offered a free workshop for students each year. We have now moved this test prep to a module in EDAD 610. There is a delay in students completing the program, taking the assessment, and reporting of scores. Data is based on students will assessment reports, not all students, because many have not yet taken the assessment. We implemented the new module on August 21, 2023.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	We normally receive an annual report from EPSB that we review as a program. This report is shared through our statewide principal preparation program meetings.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Graduates of WKU's education administration program will solve problems innovatively and reflectively, especially around issues of student learning, school improvement, operational management, and equitable outcomes
Evaluation	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates reaching a 3 or higher on the first and subsequent attempts.
Measurement Instruments	1. Curriculum Audit (EDAD 606). WKU principal candidates will conduct a comprehensive audit of their school's programming for curriculum, instruction, and assessment and make recommendations for improvement. 2. Teacher Coaching Role Play (EDAD 607). WKU principal candidate will analyze a role play scenario of a principal providing evaluation feedback to teacher and actively role play a scenario providing feedback to a teacher applying adult learning theory and providing actionable research-based feedback. 3. Developing a PDSA for a school improvement strategy (EDAD 609). Students will write their plan-do-study-act for their capstone assessment in this course. 4. Special Education Audit (EDAD 603 or EDAD/SPED 630) - Students will explore services provided at their school. They will perform an audit to see what is working well and where improvements are needed. 5. Data Team Simulation (EDAD 631) - Students will be asked to explore the PLC/Data Team processes within their school to see what is working well and areas in which improvement is needed. 6. Learning Systems Evaluation (EDAD 633) - Students will evaluate learning systems in their school. They will determine what is working well and areas in which improvement is needed. 7. Capstone (EDAD 610 or EDAD 594 or SPED 625) - Students will perform a culminating activity that is Improvement Science focused.
Criteria & Targets	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric. At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.
Results & Conclusion	Curriculum Audit: 96% of students were proficient on first attempt; 100% of students were proficient on second attempt. Teacher Coaching Role Play: 100% of students were proficient on first attempt; 100% of students proficient on second attempt. Implementing a School Improvement Strategy: 96% of students were proficient on first attempt; 100% of students were proficient on second attempt. We have demonstrated success with Student Learning Outcome 2. We will move this rubric and scores into Anthology by December 2023 to allow us to reflect on outcomes each year.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	We have met with the college's anthology coordinator and created a plan to move to Anthology this semester. We will assess annually.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Graduates of WKU's education administration program will demonstrate a commitment to, and skills for leading their schools toward equitable supports and outcomes for all students.

Evaluation	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates reaching a 3 or higher on the first and subsequent attempts.
Measurement Instruments	1. Special Education Audit (EDAD 603). Students will review data and rate six elements of their school's special education program, along with a set of improvement strategies to address weaknesses or growth areas revealed in the audit. 2. Conducting a School Equity Audit (EDAD 608). WKU principal candidates will conduct an equity audit of their schools or another school with a particular focus on resource allocation and operations. They will demonstrate the ability to do the following: (1) use equity assessment tools to collaboratively identify strengths, weaknesses, opportunities, and threats to building equity, (2) communicate the SWOT to stakeholders, and (3) recommend prioritized next steps. 3. Parent Simulation (EDAD/SPED 612). Students will be asked to review current measures that their school has in place that address building positive relationships with stakeholders.
Criteria & Targets	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric. At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts
Results & Conclusion	Special Education Audit: 92% of students were proficient on first attempt; 92% of students were proficient on second attempt Conducting a School Equity Audit: 88% of students were proficient on first attempt; 88% of students were proficient on second attempt. We have not met the target yet for 100% of students to be successful on Learning Outcome 3. The students who were not successful will need to demonstrate proficiency to continue with the program. We will begin to collect data in Anthology to allow us to better understand which students are or are not being successful and why.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	We will be moving the data to Anthology to allow us to regularly monitor and reflect student success on this learning outcome. We will reflect annually on this learning outcome.

Program Student Learning Outcome 4	
Program Student Learning Outcome	Graduates of WKU's education administration program will build positive relationships with and among students, staff, families, and the community to unite all stakeholders around a commitment to high-quality learning outcomes.
Evaluation	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates reaching a 3 or higher on the first and subsequent attempts.
Measurement Instruments	1. Conducting a School Culture Audit (EDAD 604). For this assessment, principal candidates will collaborate with their local school team to collect a variety of data, including conducting an equity audit, and to use those data to assess the school's strengths and growth areas relative to its culture. The principal candidate will then present his/her findings to a stakeholder group and reflect on the process. 2. Developing a School Communications Plan/Family Engagement Plan (EDAD 605). WKU principal candidates will develop communication plans for their schools based on Epstein's (1995) framework for building school/family/community partnerships. This anchor assessment will consist of an inventory identifying current strengths and weaknesses, a written communication plan, and a mock presentation for a group of stakeholders highlighting findings and recommending next steps.

	Equity Inbox (EDAD 608). Students will be asked to navigate budgetary constraints in order to equitably allocate funds to a school. Coaching Role Play (EDAD 632). Students will be asked to go through a coaching cycle role play with peers. This will better prepare them for how to best coach teachers to best reach students academically. Capstone (EDAD 610 or SPED 625 or EDAD 594). Students will perform a culminating activity that is Improvement Science focused.
Criteria & Targets	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric. At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.
Results & Conclusion	Conducting a School Culture Audit: 100% were proficient on first attempt; 100% were proficient including second attempt. Developing a School Communications Plan: 96% were proficient on first attempt; 100% were proficient including second attempt. We have been successful in meeting this learning outcome but will be transitioning the data to Anthology to allow us to better monitor student outcomes.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	We have met with the college's Anthology contact and will have this system in place by December 2023. We will review this data annually.

Program Student Learning Outcome 5	
Program Student Learning Outcome	Graduates of WKU's education administration program will demonstrate skills for effectively communicating using a wide variety of means.
Evaluation	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates reaching a 3 or higher on the first and subsequent attempts.
Measurement Instruments	Conducting a School Culture Audit (EDAD 604). For this assessment, principal candidates will collaborate with their local school team to collect a variety of data, including conducting an equity audit, and to use those data to assess the school's strengths and growth areas relative to its culture. The principal candidate will then present his/her findings to a stakeholder group and reflect on the process. Developing a School Communications Plan/Family Engagement Audit (EDAD 605) or Parent Simulation Assignment (EDAD/SPED 612). WKU principal candidates will develop communication plans for their schools based on Epstein's (1995) framework for building school/family/community partnerships. This anchor assessment will consist of an inventory identifying current strengths and weaknesses, a written communication plan, and a mock presentation for a group of stakeholders highlighting findings and recommending next steps. Data Team Simulation (EDAD 606 or EDAD 583). WKU principal candidates will conduct a comprehensive audit of their school's programming for curriculum, instruction, assessment, data collection, and make recommendations for improvement. Coaching Role Play (EDAD 607 or EDAD 686). WKU principal candidate will analyze a role play scenario of a principal providing evaluation feedback to teacher and actively role play a scenario providing feedback to a teacher applying adult learning theory and providing actionable research-based feedback. Conducting a School Equity Audit (EDAD 608). WKU principal candidates will conduct an equity audit of their schools or another school with a particular focus on resource allocation and operations. They will demonstrate the ability to do the following: (1) use equity assessment tools to collaboratively identify strengths, weaknesses, opportunities, and threats to building equity, (2) communicate the SWOT to stakeholders, and (3) recommend prioritized next steps.

	6. Capstone (EDAD 610 or SPED 625 or EDAD 594). Students will perform a culminating activity that is Improvement Science focused.
Criteria & Targets	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric. At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.
Results & Conclusion	Developing a Leadership Growth Plan: 83% were proficient on first attempt; 100% were proficient including second attempt. Special Education Audit: 92% of students were proficient on first attempt; 92% of students were proficient on second attempt. Conducting a School Culture Audit: 100% were proficient on first attempt; 100% were proficient including second attempt. Developing a School Communications Plan: 96% were proficient on first attempt; 100% were proficient including second attempt. Curriculum Audit: 96% were proficient on first attempt; 100% were proficient including second attempt. Teacher Coaching Role Play: 100% were proficient on first attempt; 100% were proficient including second attempt. Conducting a School Equity Audit: 88% of students were proficient on first attempt; 88% of students were proficient on second attempt. Implementing a School Improvement Strategy: 96% of students were proficient on first attempt; 100% of students were proficient on second attempt. We have not met the target yet for 100% of students to be successful on Learning Outcome 5. The students who were not successful will need to demonstrate proficiency to continue with the program. We will also be moving data to Anthology to better monitor student learning outcomes.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	We will be moving the data to Anthology to allow us to regularly monitor and reflect on student success on this learning outcome. We will review annually.