

Year: 2020-21

Program: Instructional Leadership Dept. Chair: Dr. Clinton Smith Date: 10/28/2021

Student Learning Outcome 1	Assessment	Benchmark	Process (Who, How, When, Where)
Students will score at or above the national and state average for percent correct on the SLLA 6990 (Praxis) in the domain of <i>Community Engagement Leadership</i> (Category VI).	SLLA 6990	EDLD 730 Key Assessment Culturally Responsive Leadership: Community Engagement	Instructor evaluates key assessments & module activities using rubrics aligned to the PSELS, the NELP and the TILS. Professor of Record: Dr. Amanda Batts

DATA RESULTS AND ANALYSIS

Our 2018-2019 SLO # 1 was “Students will score at or above the national and state average for percent correct on the SLLA 6990 (Praxis) in the domain of *Strategic Leadership*.” **We met our goal** scoring above both national & state averages.

Our 2019-2020 SLO #1 was “Students will score at or above the national and state average for percent correct on the SLLA 6990 (Praxis) in the domain of *Organizational Leadership*.” **We met our goal** scoring above both national (+0.55%) & state (+1.76%) averages while also improving the UTM average score by 8.80%.

September 2020 - August 2021 SLLA 6990 Assessment Results

	Average % Correct					
	2019- 2020 National	2020-2021 National	2019-2020 State	2020-2021 State	2019-2020 UTM	2020-2021 UTM
Category: V. Organizational Leadership	67.01	71.62	65.21	70.41	63.37	72.17

Category: VI. Community Engagement Leadership	72.39	69.89	71.92	69.71	76.08	65.46
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The 2020-2021 SLLA 6990 data, Community Engagement Leadership (Category VI) had the largest deficit. Not only did UTM candidates perform below both state (-4.28%) and national (-4.43%) averages for percent correct, UTM candidates scored well below last year's average (-10.62%).

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION? (Close the loop)

The negative growth (-10.62%) of our candidate's average scores in this category (VI) was surprising. Upon further analysis, both state and national averages also decreased from their prior year's scores (state -2.21% & national -2.5). Most of the content assessed in this category is found in EDLD 730 – Family & Community Engagement. In this course, candidates lead, plan, implement, and evaluate community and family engagement initiatives that promote continuous school improvement. They explore theory of practice, methods, models, and protocols for school to engage family and community members to maximize each student's academic success and well-being. Candidates have opportunities to reflect on their own beliefs, values, and leadership style while considering parental involvement, community partners as well as social, economic, and cultural factors. Candidates learn to understand the importance of systems that support communication with family members and community partners and the use of data for decision making to promote school improvement and equity for all students including the underserved. Due to COVID19, the school districts of many of our candidates implemented policies to help preserve the health of their students and employees. Due to no fault of the student or the university, some of the protocols & policies inhibited some of our candidates from completing assignments as designed.

While COVID19 did affect the learning experiences (as evidenced in negative growth both nationally & state), the program recognizes COVID19 is not the sole causation of the data gap for UTM candidates. To meet this SLO, the following action steps have been & will continue to be implemented:

1. Continue to disaggregate data at the subgroup level. We have candidates who pursue licensure through two pathways: graduate program with degree conferred or graduate coursework needed for endorsement. Some candidates are enrolled in a cohort & a few take courses outside of a cohort setting. As more data becomes available, we will be able to determine trends or gaps in the data and make changes as needed.
2. Analyze existing EDLD 730 course content to ensure precise alignment to standards (TILS, PSEL, NELP, & TN Instructional Leadership Literacy Standards (ILLS)).
3. Analyze EDLD 730 course assignments are rigorous and relevance aligning to the expectations of the standards (TILS, PSEL, NELP, & TN Instructional Leadership Literacy Standards (ILLS)).
4. Use the SLLA 6990 Community Engagement Leadership focus areas & Examples of Evidence of Candidate Competence (NELP) to guide needed changes to course content and activities.
5. Ensure faculty who teach the course have practical experience in community engagement leadership

6. Examine placement of EDLD 730 in the course sequence. EDLD 730 is currently a summer course.
7. Collaborate with Primary Partner district for guidance on course activities to ensure rigor, relevance, & reasonableness. Tennessee State Board of Education (SBE) policy 5.504 (Educator Preparation Policy), requires educator preparation programs including instructional leadership programs to develop formalized partnership agreements with a district (LEA) for the purpose of collaborative development and design of high-quality, needs-based clinical experiences.
8. Utilize high-quality resources and materials.
9. Strengthen Praxis Study Night by inviting multiple past students who successfully passed the SLLA 6990 to share their experiences with current cohort members. Teach effective test-taking strategies.
10. Align scoring rubrics for class assignments, written activities, & key assessments to the SLLA 6990 scoring criteria. The SLLA 6990 has four constructed response questions. All key assessments have four components designed with the ADIE format: Analyze; Design/Develop; Implement; & Evaluate. Each component requires students to engage in a specific clinical experience, reflect, and write. Rubrics used to score the key assessments are directly aligned to the NELP, TILS, & PSELS; the NELP & PSELS are directly aligned to the framework of the SLLA 6990. The data collected from the scored assessments & module activities will be analyzed and used to make adjustments in activities and courses to ensure we are meeting and exceeding the expectation.

Student Learning Outcome 2	Assessment	Benchmark	Process (Who, How, When, Where)
Students will score at or above the state and national averages for percent correct in <i>Category IV. Ethical Leadership</i> .	SLLA 6990	<ul style="list-style-type: none"> • Key Assessments • Course Activities 	Instructor evaluates key assessments & module activities using rubrics aligned to the PSELS, the NELP, the TN Instructional Leadership Literacy standards, and the TILS. Professor of Record: Dr. Amanda Batts
DATA RESULTS AND ANALYSIS			

September 2020 - August 2021 SLLA 6990 Assessment Results

Categories	Average % Correct					
	2019- 2020 National	2020-2021 National	2019-2020 State	2020-2021 State	2019-2020 UTM	2020-2021 UTM
Category: IV. Ethical Leadership	68.76	71.53	68.38	71.32	65.59	63.79

The 2019-2020 data revealed UTM Average % correct for the category of Ethical Leadership was 3.17% below the national average & 2.70% below the state average.

The 2020-2021 data shows the gaps grew. UTM candidates average % correct was 7.74% below the national average & 7.53% below the state average.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION? (Close the loop)

UTM does not have a course in the Instructional Leadership program that is solely focused on ethical leadership. When courses were redesigned in 2018-2019, it was decided that ethical leadership and decision-making is threaded throughout all responsibilities of the principal and therefore would be threaded throughout all courses in the Instructional Leadership program.

To meet this SLO, the following action steps have been & will continue to be implemented:

1. Faculty coordinator will meet with adjunct faculty who teach in the Instructional Leadership program to ensure all instructors include ethical leadership behaviors, skills, and dispositions within their instruction.
2. Map course activities to ensure we are intentionally including activities that align to Ethical Leadership (SLLA 6990) foci. We must not make assumptions that our candidates come to us with a practical understanding of ethics. We must provide purposeful scenarios and activities that challenge candidates.
3. Within clinical mentor materials, provide guidance on how to include discussions and field experience activities focusing on ethical leadership.
4. Collaborate with Primary Partner district & members of the Instructional Leadership Advisory Council to develop rigorous and relevant case studies, scenarios, and/or activities aligned with the SLLA 6990 Ethical Leadership focus areas. Tennessee State Board of Education (SBE) policy 5.504 (Educator Preparation Policy), requires educator preparation programs, including instructional leadership programs, to develop formalized partnership agreements with a district (LEA) for the purpose of collaborative development and design of high-quality, needs-based clinical

experiences. The Instructional Leadership Advisory Council members are building-level and district-level administrators representing districts in the west TN region.

5. Continue to disaggregate data at the subgroup level. We have candidates who pursue licensure through two pathways: graduate program with degree conferred or graduate coursework needed for endorsement. Some candidates are enrolled in a cohort & a few take courses outside of a cohort setting. As more data becomes available, we will be able to determine trends or gaps in the data and make changes as needed.

6. Utilize high-quality resources and materials.

7. Align scoring rubrics for class assignments, written activities, & key assessments to the SLLA 6990 scoring criteria. The SLLA 6990 has four constructed response questions. All key assessments have four components designed with the ADIE format: Analyze; Design/Develop; Implement; & Evaluate. Each component requires students to engage in a specific clinical experience, reflect, and write. Rubrics used to score the key assessments are directly aligned to the NELP, TILS, & PSELS; the NELP & PSELS are directly aligned to the framework of the SLLA 6990. The data collected from the scored assessments & module activities will be analyzed and used to make adjustments in activities and courses to ensure we are meeting and exceeding the expectation.

Student Learning Outcome 3	Assessment	Benchmark	Process (Who, How, When, Where)
Candidates will engage in a minimum of 350 hours of effective clinical practice as determined by the Quality Measures Toolkit with the ultimate goal of 450 hours.	<ul style="list-style-type: none"> • Clinical Experience Log • Quality Measures: Principal Preparation Program Self-Study Toolkit—10th edition 	<ul style="list-style-type: none"> • Clinical Experience Log • At the conclusion of EDLD 750, candidates will have completed 180-200 hours of clinical practice. • At the conclusion of EDLD 780, candidates will have completed 350-400 hours of clinical practice. • Quality Measures Toolkit <p>Summer 2021 – Clinical Practice domain will earn a Level of Effectiveness of 3 –Meets MOST criteria in all</p>	EDLD Faculty, EDLD students, and EDLD Advisory Council will evaluate clinical experiences using the indicators for the Clinical Practice domain to determine level of effectiveness. EDLD Faculty Coordinator: Dr. Amanda Batts

		indicators: Clinical Design; Clinical Quality; Clinical Coaching; Clinical Supervision; Clinical Placements; & Clinical Evaluation	
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DATA RESULTS AND ANALYSIS

Due to COVID19, the school districts of many of our candidates implemented policies to help preserve the health of their students and employees. Due to no fault of the student or the university, some of the protocols & policies inhibited many of our candidates from completing more than 350 hours.

During the semi-annual Instructional Leadership Advisory Council meeting, members did not evaluate clinical experiences using the Quality Measures Toolkit. Evaluation of clinical experiences is scheduled for the summer 2022 Instructional Leadership Advisory Council meeting.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION? (Close the loop)

SLO #3 remains the same. Candidates in our program continue to experience barriers to completing high quality clinical experiences due to COVID19 protocols. Each of our candidates are working with their clinical mentors to experience and document a wide-range of activities that include leadership responsibilities of observing, decision-making, facilitating, problem-solving, & leading. COVID19 continues to challenge candidates in leadership experiences in multiple grade-levels &/or subject levels. UTM Coaches are working with each candidate and clinical mentor individually to assist them and provide them support to reach their goals.

To meet this SLO, the following action steps have been & will continue to be implemented:

1. Redesign clinical experience log to ensure candidates are experiencing leadership activities in at least two settings with a variety of student populations, including students with diverse learning needs and from diverse backgrounds (TSBE 5.504).
2. Improve tracking of clinical experiences using the EPP's new data management system.
3. Collaborate with Primary Partner district & Instructional Leadership Advisory Council to create a "menu" of authentic and relevant field experience activities aligned to TILS, NELP, PSEL, & SLLA 6990.

Student Learning Outcome 4	Assessment	Benchmark	Process (Who, How, When, Where)
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Students will score at or above the state and national averages for percent correct in <i>Category II. Instructional Leadership.</i>	SLLA 6990	EDLD 710 Key Assessment – Culturally Responsive Instructional Leadership	Instructor evaluates key assessments & module activities using rubrics aligned to the NELP, the PSELS, the TN Instructional Leadership Literacy standards, and the TILS. Professor of Record: Dr. Amanda Batts
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DATA RESULTS AND ANALYSIS

September 2020 - August 2021 SLLA 6990 Assessment Results

Categories	Average % Correct						Comparison of UTM AVG (%) to Prior Year's Data		
	2019- 2020 National	2020-2021 National	2019-2020 State	2020-2021 State	2019-2020 UTM	2020-2021 UTM	UTM	State	National
Category: II. Instructional Leadership	74.77	74.02	74.4	73.73	69.57	71.5	1.93%	-1.87%	-2.52%

2019-2020 data revealed UTM candidates scored 5.2% below the national average correct & 4.83% below the state average correct. 2020-2021 data indicates improvement in the average percent correct for UTM students (1.93%). The gap between the average percent correct for UTM candidates compared to the state and national averages did decrease from last year: the state decreased from -5.2% to -1.87% & the national gap decreased from -4.83% to -2.52. Although incremental improvements were made, we did not meet our SLO.

Strengthen course content focusing on evaluation & supervision of educators using the TEAM Evaluation Rubrics.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION? (Close the loop)

To meet this SLO, the following action steps have been & will continue to be implemented:

1. Analyze SLLO 6990 Instructional Leadership focus areas of 1. professional development and building capacity; 2. rigorous curriculum and instruction; 3. assessment & accountability to ensure firm understanding of candidate expectations.
2. Analyze and revise course activities (EDLD 710, EDLD 750, & EDLD 780) to ensure they align with the performance expectations outlined in the SLLA 6990 Study Plan.
3. Strengthen course content focusing on supervision and evaluation of educators through an in depth understanding of effective instructional practices using the TEAM Evaluation Rubrics.
4. Continue to disaggregate data at the subgroup level. We have candidates who pursue licensure through two pathways: graduate program with degree conferred or graduate coursework needed for endorsement. Some candidates are enrolled in a cohort & a few take courses outside of a cohort setting. As more data becomes available, we will be able to determine trends or gaps in the data and make changes as needed.
5. Utilize high-quality resources and materials.
6. Strengthen Praxis Study Night by inviting multiple past students who successfully passed the SLLA 6990 to share their experiences with current cohort members. Teach effective test-taking strategies.
7. Align scoring rubrics for class assignments, written activities, & key assessments to the SLLA 6990 scoring criteria. The SLLA 6990 has four constructed response questions. All key assessments have four components designed with the ADIE format: Analyze; Design/Develop; Implement; & Evaluate. Each component requires students to engage in a specific clinical experience, reflect, and write. Rubrics used to score the key assessments are directly aligned to the NELP, TILS, & PSELS; the NELP & PSELS are directly aligned to the framework of the SLLA 6990. The data collected from the scored assessments & module activities will be analyzed and used to make adjustments in activities and courses to ensure we are meeting and exceeding the expectation.

Summary (2018-2021)

In the past three years, the Instructional Leadership program launched a redesign of the program including, but not limited to, course content, assessments, admissions requirements, course sequence, & switched to a cohort model. TN Department of Education changed the required PRAXIS assessment in 2019. We currently have nearly a 100% pass rate on the current required assessment (6990). Our students still score below state and national averages in many of the categories of the assessment. There is some fluctuation from year to year in which categories show the largest gaps. For instance, in 2020-2021, the category of Community Engagement Leadership test data showed a drop in the average % correct pass rates from 2019-2020 scores in all areas: national, state, and UTM. In the category of Instructional Leadership, incremental improvements are being made, we did not meet our SLO. In the category of Ethical Leadership, UTM students continue to perform below state and national average % correct. Faculty have met with our primary partner, Paris Special School District, to analyze data & develop a plan to improve our outcomes. Because our program relies on adjunct faculty, the faculty coordinator will be creating “master” courses in Canvas that will be used by adjunct faculty to create courses. Using the master courses will ensure our students are receiving the required competency assessments & content objectives.